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INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT, APPENDIX B.

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DESCRIPTORS- HOME ECONOMICS EDUCATION, LEADERSHIP TRAINING, *ROLE PERCEPTION, DISADVANTAGED GROUPS, *FACTOR ANALYSIS, Q SORT, *LEADERSHIP RESPONSIBILITY, LEADERSHIP, ADMINISTRATOR ATTITUDES, TEACHER ATTITUDES, *PARENT EDUCATION, CULTURALLY DISADVANTAGED, LITERATURE REVIEWS,

THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER THERE WERE COMMON OPINIONS ABOUT THE ROLE AND FUNCTIONS OF PROFESSIONAL LEADERS OF HOME ECONOMICS EDUCATION IN EDUCATIONAL PROGRAMS FOR DISADVANTAGED PARENTS IN THE STATE OF MISSOURI. FIFTY-EIGHT PROFESSIONAL EDUCATORS PARTICIPATED IN A STRUCTURED INTERVIEW USING A DECK OF 60 TWO-SORT CARDS, EACH CONTAINING A STATEMENT DESCRIBING A DIFFERENT JOB ACTIVITY CONCERNING THE PROFESSIONAL LEADER ROLE. WEIGHTED SCORES WERE ASSIGNED BY RESPONDENTS TO EACH ITEM SORTED, AND CORRELATION AND FACTOR ANALYSES WERE USED IN ANALYZING THE DATA AS TO ACTUAL AND IDEAL ROLES. ALTHOUGH THERE WAS A LACK OF AGREEMENT AMONG RESPONDENTS AS TO RELATIVE IMPORTANCE OF VARIOUS ACTIVITIES WITHIN THE LEADERSHIP ROLE, MOST RESPONDENTS SEEMED TO CORRELATE IDEAL AND ACTUAL ROLES. RESPONDENTS VALUED THE LEADERSHIP ROLE MORE ON THE BASIS OF THEIR PERCEPTIONS OF HOW A PROFESSIONAL LEADER SHOULD BE INVOLVED THAN ON WHAT HE WAS ACTUALLY DOING. THEY SHOWED GENERAL AGREEMENT THAT MORE IMPORTANCE SHOULD BE ACCORDED THE ACTIVITIES COMPRISING PLANNING AND IMPLEMENTING THE EVALUATIVE AND INSTRUCTIONAL ASPECTS. THEY DISAGREED MOST WITH THE ACTIVITIES COMPRISING THE ASPECT OF COOPERATION WITH AGENCIES AND ORGANIZATIONS. IT WAS CONCLUDED THAT DISAGREEMENT EXISTS CONCERNING THE PATTERN OF THE PROFESSIONAL LEADER ROLE IN PARENT EDUCATION PROGRAMS FOR THE DISADVANTAGED. BECAUSE THE LACK OF AGREEMENT COULD BE A POTENTIAL SOURCE OF CONFLICT, IT SHOULD BE CONSIDERED IN RELATION TO EXISTING AND EMERGING PROGRAMS. IMPLICATIONS OF THE STUDY WERE THAT (1) THERE IS A NEED FOR REALISTIC OBJECTIVES AND A CLEAR DEFINITION OF AUTHORITY, (2) CONSIDERING THE TREND OF USING HOME ECONOMICS TEACHERS IN PARENT-EDUCATION PROGRAMS, TEACHER EDUCATION INSTITUTIONS SHOULD PREPARE THEM TO COPE WITH SOCIO-ECONOMIC DIFFERENCES, AND (3) INCREASING EMPHASIS ON PROFESSIONALIZATION OF THE LEADERSHIP ROLE STRESSES THE NEED FOR CONTINUED INSERVICE TRAINING. AN EXTENSIVE REVIEW OF THE LITERATURE ON PARENT EDUCATION WITH REFERENCE TO THE DISADVANTAGED IS INCLUDED. RELATED DOCUMENTS ARE VT 004 011 AND VT 004 013. (FP)

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Interdisciplinary Approach to Preparing
Home Economics Leaders for Emerging
Programs Serving Disadvantaged
Youth and Adults

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Columbia, Missouri
May 1967

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Appendix B

**A STUDY OF THE ROLE OF PROFESSIONAL LEADERS
IN EDUCATIONAL PROGRAMS FOR PARENTS
HANDICAPPED BY SOCIO-ECONOMIC
STATUS DIFFERENCES**

Uma Nag

(Excerpts from Unpublished Dissertation)

1966

CHAPTER I

(Page 3-13)

The present study deals with two critical aspects of the professional leader role. These aspects are expressed as:³

1. Role-perception. How the given individual defines his or her role. This is what the individual wants for his or her pattern of behavior.
2. Role expectations. The pattern of responsibilities or obligations placed upon an individual in a particular field of work.

Many definitions of role are found in the literature. Most of the definitions can be traced to Parson's⁴ work in Sociology, Linton's⁵ work in the field of Anthropology, and Newcomb's⁶ and Sarbin's⁷ work in Social Psychology. Gross, Mason and McEachern⁸ identify three different conceptions of role as (1) normative cultural pattern, (2) the individual's definition of his relationships with reference to his and others social position, or (3) the behavior of actors occupying social positions.

The investigation of the role of the professional leader in this study uses the first and third conceptual statements as the basis for the research study. An attempt is made also to include in the study the three elements identified by Gross et al.

The social location of the program, the behavior of the present role incumbent and the expectations of the groups concerned with the role.⁹

It should be emphasized at this point that while the study is preliminary and exploratory, the initial objective is to open the way to a study of what may be

said to present a description of opinions held by professional personnel of different interests concerning role and functions of professional leaders in parent education programs for the disadvantaged.

Statement of Purpose

The purpose of this study was to ascertain if there were common concepts and opinions about the role and functions of professional leaders of home economics education in educational programs for parents handicapped by socio-economic status differences in the state of Missouri. The concepts and opinions in question were those held by a select group of professional educators deemed most involved in the definitions of the actual role and the ideal role of the professional leader in parent education programs for the disadvantaged in Missouri.

The general objective of the study was to attempt to identify and compare concepts of the actual and the ideal roles of professional leaders in parent education programs for the disadvantaged as they were held by professional leaders and by directors of such programs. The primary interest was to analyze and compare concepts and opinions of persons familiar with the aforesaid educational enterprise using Q-methodology as developed by Stephenson.¹⁰

Stephenson who is largely credited with the discovery and development of Q-methodology gave more emphasis to factor analysis than variance analysis in Q-methodology. He pointed out that the greatest amount of information is gained through the use of factor analysis in the Q-technique.¹¹

This study was, therefore, concerned primarily with appropriate factor analysis and Q-methodology rather than hypothesis-testing.

The purpose was achieved by identifying and comparing factors descriptive of opinions of professional leaders and directors concerning the professional leader role in parent education programs for the disadvantaged as

administered by the Missouri Public School System and the Missouri Extension Service.

To be more specific the investigation was designed to permit conclusions to be drawn concerning the following:

1. Identification of factors by which selected professional personnel could be represented in terms of concepts and opinions they hold with respect to the professional leader role in parent education programs for the disadvantaged.
2. Identification of factors that will be descriptive of job activities comprising the actual role of the professional leader.
3. Identification of factors that will be descriptive of job activities comprising the ideal role of the professional leader.
4. Identification of specific responsibilities with respect to the actual role and the ideal role of the professional leader, consensually accepted by professional persons.
5. Comparison of the degree of importance which professional personnel think should be given and the degree of importance perceived as now being given job activities comprising the professional leader role.
6. Determination of the nature of role and functions as expressed by the factors identified in the study with implications for teacher education curriculum in home economics.

Definition of Terms

Many words frequently used in educational writings are subject to some variations in meaning. In order to avoid insofar as possible, misunderstanding and misinterpretation, certain terms are defined below according to their intended meaning in this study.

Parents handicapped by socio-economic status differences: Social and economic status involves not only economic and social position and prestige, but also a way of life and a pattern of values related to individual members of the family. In this study parents handicapped by social and economic status differences refer to a group of people living in a socio-economic environment which reflects a low-income and a low standard of living as determined by socio-economic factors in the societal context of the United States. This in turn reflects a pattern of behavior and a value system by which the group is differentiated. This group is usually referred to as the disadvantaged and the deprived class in the society.

A large section of these people have families and parental status in the society. A majority of these parents are poorly prepared to assume their parental and family responsibilities in an effective way, because their low incomes carry with them limited access to education, information and training. They also lack motivation, hope, and incentive. These factors are more powerful barriers than lack of financial means to break the cycle of their family tradition of economic and cultural poverty. This is why they are considered as "parents handicapped by socio-economic status differences."

Education for parents: Parents have a particular status in the society. Associated with parenthood, as with every social status, is a particular role which is expected of the parent in interaction with the child and family. This status and role of the parent differ from others which the individual holds as a member of the society. Logically, therefore, education for parents in this study is considered as a part of continuing

education to assist parents in learning how to consider all of the factors which affect the child, parents, and family.

Home Economics Education: Home Economics education is used in this study in a restricted sense. It means a special program designed for the education of parents and deals with child and improvement of home and family living.

Professional Leader: Professional leaders are trained agents of home economics education holding such positions as home economics teacher, home economist and home visitor employed in the Missouri Public School System and the Missouri Extension Service. They are especially entrusted with implementation of home economics education programs or aspects of such programs designed for parents handicapped by socio-economic status differences in Missouri.

Director: Directors in the study include professional educators employed in the Missouri Public School System and the Missouri Extension Service with the title of superintendent, principal, director, consultant, and/or specialist. They are assumed to be qualified to be in charge of educational programs for disadvantaged persons and/or to give direction to the action groups sponsoring educational programs for the disadvantaged in Missouri.

An expectation is an evaluative standard applied to an incumbent of a position.

Professional Leader Role: Professional leader role refers to the functions and responsibilities that make up the job of an agent of home economics education in the context of educational programs for the disadvantaged parents.

Actual role refers to the collective functions and responsibilities currently being pursued by the professional leader. Ideal role refers to the collective functions and responsibilities which the professional leader should carry out ideally in his or her field of work.

Role definition is used to refer to other's expectations of a person occupying a position and refers primarily to what the respondents think an agent's role should be (the ideal role).

A role behavior is an actual performance of an incumbent in a particular position with reference to an expectation for an incumbent in that position (the actual role).

Q-technique: Q-technique is the correlational and factor analytic methodology developed by Stephenson (1953) and discussed by Cronbach (1953) and others. It centers particularly in the sorting of decks of cards with a different statement on each one of them called Q-sort.

The statements are derived from a sample of a defined universe of statements. These cards are sorted into piles using a rank order procedure in a structure approximating a normal curve that represent degrees of application of the statements to a particular form of reference held by the person sorting them. It involves correlation of persons, i.e., correlations among the responses of different individuals to the Q-sort, and persons clusters, or factors as set forth by Stephenson (1953).

Need for the Study

The need for the study is reflected, at least in part, in the national concern to combat poverty.

In 1933, Franklin D. Roosevelt declared 'War on Poverty' in the midst of national adversity. In 1964, Lyndon B. Johnson declared 'War on Poverty' in the midst of national prosperity. The enemy is the same in both cases. Only the time and circumstances are different.¹²

The War launched against evils of poverty on the national level has given a new significance to the education for socially and economically deprived adults, an important segment of the total adult population.

A survey of the literature indicates that much attention has been given to the consideration of what educational services should be performed for the deprived adults. This may be a function of the evolution of the field. The Federal Government has become involved in such educational programs through a number of Federal legislative measures, especially the Economic Opportunity Act of 1964. The national concern for this segment of society is expressed in new federally and state supported anti-poverty education programs. The projects planned by professional leaders through educational programs for adults from economically and culturally depressed environments, as well as the services offered by these professional leaders, have come of age.

Many of these educational programs are designed to assist these deprived persons to be understanding parents and to live richer and more satisfying lives. Educators and leaders have been deeply concerned with these newer efforts. There is a growing recognition of the significance of the role of professional leaders in home economics education in the existing and emerging programs to serve needs of parents from socially and economically depressed environments. The literature shows a trend in the direction of investigating the inner world of the professional educators who are concerned with their leadership positions and with the examining of their own thinking about their respective responsibilities as they become involved in the positions and in the improvement of the lives of the incumbents (parents).

(Pages 15-17)

The adult education movement which focuses on the concern of parents for their children and on the way in which families cope with stress both at home and in other environments is not a new phenomenon, as pointed out by Osborne. He states that parent education as an organized movement and parent educators as definable persons are somewhat less than half century old.¹⁵

Moreover, Pickarts in her report on "Recruiting Low-Income Families for Family Life Education" said, "The

clientele for parent education has been traditionally middle class. Efforts have been made to reach low-income families but are often discontinued due to limited attendance."¹⁶

There is increasing concern for this situation committant with the present day awareness of the impact of educational programs upon parents and families in respect to the "War on Poverty."

Jenson and Foranson report:

Every recent study on preparation in continuing and adult education indicates that there are millions of adults not now being reached with any kind of education program and most of these are in the underprivileged or poverty segments of the society.¹⁷

They express their concern in these words:

Evidence continues to accumulate that we in adult education have not yet found the touch so necessary to make adult education a vital, vibrating, intensive part of our society. The problem that plagues us is that we have not yet seriously concerned ourselves with attempting to reach those segments of our society that could profit most from participation in a continuing program of education. We in adult education at all levels must now determine the role we must play in the 'War on Poverty'.¹⁸

While the general aims of education are the same for all adults irrespective of socio-economic status, it is now believed that the deprived adults do live apart, do have their own way of living and do develop a value system of their own. They need to be reached by special methods to meet their special problems and needs. Amedon indicates, "National activities to combat poverty are bringing to light the need for new approaches to the education of people living in homes of poverty"¹⁹

It is now recognized, "Education is basic to the abilities of the 'adult poor' to cope with the problems and necessities of daily living: relationships with community agencies and services; the maintenance of the home, and the raising and support of the family."²⁰

(Pages 23-51)

Related Studies

The discussion of related studies is divided into two parts. The first part of this section is concerned with parent education activities with specific reference to persons handicapped by socio-economic status differences. The second part of this section considers methodology used in related role studies.

Parent Education

The author's inspiration for this study came from an examination of the current literature on parent education pertaining to the "War on Poverty". There is a great volume of descriptive literature dealing with the parent education activities of public schools, extension service, and other agencies and organizations involved directly or indirectly in parent education. However, there are relatively few research studies on the role and function of professional leaders in educational programs.

The professional leader in education programs for the disadvantaged parents is a member of a new profession built upon a comparatively new ideal in human society, that is the ideal of the dignity and the worth of each person. There is evidence in the literature of a growing concern for the clarification of functions of the leadership role in educational programs for the disadvantaged.

Auerbach observes that types of program for the disadvantaged parents fall under the general category of parent education activities as all programs for parents

share the same goals of giving parents additional information, self awareness and the opportunity for individual growth.²⁵

To Auerbach, it was important that those actively working in parent education be clear as to special goals, not only for their own understanding and effective functioning, but to avoid confusion in relation to other educational programs of which parent education is a part. Her opinion regarding parent education is expressed in the following lines:

Parent education can be seen as one part of the adult education movement. The chief focus of parent education is on the parents' role in child welfare and family living..... It is often used interchangeably with the term family life education. The latter includes all those educational activities and programs which aim to increase the understanding of parents at many levels of learning and through many kinds of educational experiences so that they will achieve further individual growth and develop greater competence in dealing with their children and family problems.²⁶

In reference to parents from socially and economically depressed environments, the following observations are made in the Workshop Reports of the Child Study Association.

What has been suggested so far with regard to parents in general has been found to have application to parents in low income situations.....There are some basic similarities in the need of all parents for information - not only about general child development and family living but about the particular circumstances which they face and for fuller understanding of themselves and their needs.....However, each specific situation provides its own challenge and requires adaptation of parent education approaches.²⁷

Osborne has discussed the functions of a parent educator in an article, "What is a Parent Educator."

The parent educator in a sense serves as a middleman between the specialized expert and family members. Consequently, the parent educator is to serve as consultant, guide and source person and must have a broad grounding in those things which have an impact on the family and which can contribute to its welfare.²⁸

The Twenty-Eighth Year Book of the National Society for the Study of Education describes the development of parent education and presents a valuable summary of parent education practices from the early seventeenth century. Regarding the leadership role of a parent educator, there is this statement:

It is largely because of the fact that parental education is concerned with a human problem, rather than with a body of technical material that the personnel of the field should be made up of leaders instead of teachers.

Since parenthood is distinctly a social responsibility, the function of the parent educator is primarily a social one. The teacher needs to be concerned only with specific problems and situations but the leader must take into account not only what may happen to a particular individual under certain conditions, but all the factors that make up that individual and his environment and how they may both be modified for the good of the social group.²⁹

The published proceedings of the committee on the Family and Parent Education of the Third White House Conference gives a detailed description and intensive report on programs current at that time. In this report Gruenberg suggests the following as basic essentials for parent education practice:

1. That educational facilities for parents be developed as a normal part of the broader educational program.
2. That workers in parent education cooperate directly with the home and consider themselves as adjuncts to the latter in the promotion of child welfare and family living.
3. That in training of workers there be developed an attitude of cooperation in the coordination of services, rather than the expectation of technical ministrations by isolated specialists.³⁰

The report also describes types of activities performed by home economists in family living and parent education programs. Their activities may be grouped under the following categories.

1. Conduct parent classes.
2. Develop lay leaders.
3. Conduct classes in phases of parent education for lay leaders in training and in-service.
4. Coordinate and develop the parent education interests and activities of local organizations and agencies.
5. Keep records of all activities for their continuous evaluation.
6. Prepare materials for parent education.
7. Furnish information to public in relation to parent education.
8. Develop consultation service for individuals and families concerned.
9. Make field trips and home visits.
10. Conduct surveys and research.³¹

Sunley in an article based on extensive research, describes parent education practices as recognized in the early part of the parent education movement.³²

Brim³³ made a unique study of development of organized parent education in the United States. In the final chapter of his study he surveys the research in parent

education already completed and raises many issues that need to be explored. While his report recognizes the significant role played by family life educators in parent education activities from the very beginning of the movement, it emphasizes the need to substantiate all aspects of their work through some sound study of leadership role.

Chamberlain and de Schweinitz³⁴ have given detailed description of parent education programs which operate at the national and state levels sponsored by the Department of Agriculture and the Department of Health, Education and Welfare. Among these are the important activities sponsored by the Extension Service affiliated with the Land Grant Colleges in the several states. The Home Economics Education Division of the Office of Education is responsible for administering funds to state departments of education for parent education activities. These activities are a direct continuation of the program launched in 1914 under the Smith-Lever Act and in 1917 under the Smith-Hughes Act respectively. The writers indicate that these programs, most frequently take the form of adult education classes administered by home economists.

The study made by Homer Kempfer³⁵, specialists for general Adult and Post High School Education, U. S. Office of Education reports that adult education activities are relatively widely distributed throughout the Public School System in the United States.

An important survey study of adult education in the public schools, is that by Dickerman.³⁶ In this study the author gives a picture of an actual adult school in action, summarizes the activities of adult education, characterizes the students taking part in adult study, and analyzes the benefits received by those students.

Clark and Sasse³⁷ report a study, made by Johnstone in 1963, concerning the nature of adult education in America. It reveals that governmental activity in adult education was concentrated in two major areas: (a) vocations and (b) home and family life.

Roland Frank Nagel³⁸ made a study concerning adult education in the Public Schools of Missouri for the purpose

of ascertaining the status of adult education in the state of Missouri and to obtain expressions of opinion regarding the desirability of this level of education as a public school responsibility. According to the findings of the study the major unmet adult education need of most of the communities includes a great demand, particularly on the part of women, for parent education and child care.

All these reports and studies on adult education have significance for the present study as parent education is considered to be an essential part of adult education.

With the current emphasis on the "War on Poverty," family life education programs, using a variety of approaches, are now being utilized to involve low income parents with the purpose of enabling them to cope more effectively with their problems relating to parental roles.

A thorough search of the literature and the various bibliographical sources has failed to reveal any comprehensive and up-to-date description of the education programs designed for the disadvantaged parents. However, reports of different projects are available which suggest responsibilities of the professional leaders.

Carusone in his report of the Oakland Public School Low Income Parent Education Programs under the Ford Foundation Project emphasizes, in the light of his findings, the following activities:

- Regular home visits,
- Involvement of community agencies and
- Development of parent leaders to assist professional leaders.³⁹

He also attaches importance to the understanding of the cultural pattern of the low-income families.

A number of government and national organization publications present valuable data on activities of professional leaders in educational programs for

disadvantaged parents. Among these are the following:

Borstelman⁴⁰ presents guidelines for parent-educators with poverty families.

Education Policies Commission⁴¹ reports on current education programs designed for disadvantaged parents.

United States Department of Agriculture⁴² presents information relating to work of Extension Agents with low income families.

The respective articles of Luke⁴³, Chilman⁴⁴, Hill⁴⁵, Beavers⁴⁶, and Haggstrom⁴⁷ have focused on new responsibilities of professional leaders in home economics education and related disciplines in parent education programs for the disadvantaged.

Surveys⁴⁸ relating to low income families in Missouri, conducted by the Extension Division, University of Missouri, and educational materials developed by County Extension Service, Missouri⁴⁹ provided much information related to the present study.

Literature related to Project Head Start in the Economic Opportunity Office⁵⁰ and Farmers Home Administration⁵¹ was consulted to gain a clearer understanding of leadership functions in educational programs for the disadvantaged parents.

The literature reviewed above indicates:

- a. That parent education as an organized movement and parent educators as definable persons are somewhat less than half a century old.
- b. That the parent education practice has been the subject of numerous investigations over a period of years.
- c. That there is an agreement among these studies on the significance of the leadership role of the professional personnel in home economics education in parent education programs.

- d. That there is a growing concern about the impact of educational programs on low-income parents and families in combating poverty.
- e. That there has been change in functions expected of professional leaders in parent and family living education in the direction of more emphasis on social responsibilities.
- f. That there has been a growing awareness about the need of determining a common core of responsibilities and interests expected of professional leaders working in education programs for the disadvantaged.

Role Studies and Methodology

Numerous efforts have appeared in the literature seeking to define and describe jobs and titles in the various fields of education.

Within the past ten years, new emphasis and direction has been given to research in the problems of leadership and leader role at different levels of education. However, no studies, so far as the writer was able to ascertain, have been made on the role of professional leaders in educational programs for parents from socially and economically depressed environments.

There are many studies of the roles of the various personnel in school systems and extension services. These range from studies of the administrator role to the roles of the teachers and the county home agents.

Several role studies which are more or less related to the present study were reviewed to gain an understanding of the application of role theory to the study of roles involved in various positions. There are several studies employing Q-methodology with its factor analysis technique in the identification of professional image, variability of opinions concerning the role and functions that should belong to a particular position. These studies provided guidelines in designing this investigation.

Research studies using role theory are considered first.

Robinson⁵² based his doctoral study on role theory to define and analyze the role of the county 4-H Club agent in Wisconsin. This study of role perceptions included the present role of occupants and their co-workers who are jointly responsible for the total county extension program, their supervisors who see the position from a state viewpoint, and officers of county leader's organizations who view the position in terms of local program needs. For the purpose of this study, four aspects of the role of the county 4-H Club agent were identified and samples of statements were developed describing these aspects. Data were collected by personally conducted interviews using a structured schedule to record the placement of statements in terms of actual role and ideal role by the respondents. Three way analysis of variance, using role aspect, respondent group, and actual-ideal components were used in analyzing data. Based on the findings of the study it was recommended that additional research is needed concerning the 4-H Club Agent's own perception of his role and its relation to his own needs, abilities, and interests. Also the 4-H Agent's own perception of the role expectations of the state staff, his county co-workers, and the adult leaders is needed to further clarify the role of the county 4-H Club Agent.

Curtis Trent⁵³ in a study entitled "The Administrative Role of the State 4-H Club Leader in Selected States" aimed at defining and analyzing the job of the state 4-H Club Leader within the Co-operative Extension Service.

Emily H. Quinn⁵⁴ in her doctoral study of the State Program leader position in the Co-operative Extension Service found that the position of state program leader is difficult to define and state explicitly. The job descriptions in delineating the responsibilities of the position are not consistent from state to state. The newness of the position in the organization and lack of traditional precedent in a consistent description of the position contribute to individuals holding

different views as to what ought to be responsibilities of the position. This causes one to speculate that there should be different expectations of the state program leader among staff members. Such an important position in the organization should be appropriately and adequately defined.

Cross⁵⁵ in her study aimed at ascertaining job activities of homemaking teachers and home agents provided a basis for further development of pre-service education programs, staff development activities for homemaking teachers and home agents.

John W. Myres⁵⁶ made a study of "Administrative Personnel in Adult Education." The study was an attempt to identify the duties of administrative personnel in adult education programs and also the patterns of administrative organization of adult education programs.

Ethel M. Bower⁵⁷ made a study of Project Leaders and Non-Project Leaders in the Adult Home Economics Extension Program in Hocking County, Ohio. In the light of findings specific suggestions for improvement of training programs for the leaders were made in this study.

There are expectation studies which have usually been made from the point of view of one or two selected alter groups, and then often, only in terms of variables assumed to be critical for some purpose. The following are some examples of such studies.

Buffington⁵⁸ and Medsker⁵⁹ in respective expectation studies determined the expectations held for the same group of Principals by a sample of teachers and parents. Their studies were based on the critical incident technique however, and do not represent the whole range of expectation.

Walters⁶⁰ studies the principalship as perceived by the superintendent, using again the critical incident technique.

From the point of view of methodology, there are studies which have attempted to determine certain limited

role expectations for certain purposes. Bidwell⁶¹ utilizes a combination of focused and flexible interviews together with questionnaire returns to discover the expectations held for principals and superintendents and teachers.

Bills⁶² found that the successful educational leader is a democratic individual who tends to fit rather well the descriptions that psychologists give of the 'self actualizing' person.

Halpin⁶³ used the 'Leadership Behavior Description Questionnaire,' developed through factor analysis techniques, to obtain impressions of the roles of aircraft commanders and educational administrators, as seen by the incumbents of those roles themselves and by various subordinates such as teachers and crew members.

Hall's⁶⁴ study is a comparison of the social standing and leadership importance of the leaders of five selected communities with implications for educational administration. It deals with community leadership structure and the relationship of leadership to social standing. The sources of information were 934 questionnaires.

Regan's⁶⁵ study was a measurement of positional involvement of State Home Economics Leader in Administrative decisions in co-operative extension. This study was national in scope. All members of the administrative groups in each of 48 states and the Commonwealth of Puerto Rico were included in the study. The questionnaire was developed around four major dimensions of involvement, namely: participation, communication, contribution and ideal involvement. A rating scale, consisting of five intervals was used to measure the items on each of the dimensions. Data were analyzed by means of Product Moment correlation co-efficient, mean scores, analysis of variance, component and factor type analysis. According to the findings, the four dimensions do constitute the basis for a highly reliable measure of involvement.

Well⁶⁶ sought to determine role of the career homemaker. Her study was an attempt to make an analysis

of the factors influencing married women's actual or planned work participation.

An examination of a recent Index to Dissertation Abstracts reveals several doctoral studies employing the Q-technique. The group research effort involving Q-sort methodology coming from the Chicago research workers is well demonstrated in the publication of Psychotherapy and Personality Change (Rogers and Dymond).⁶⁷ While giving an account of Q-technique Cronbach states,

Here is a tool for studying identification with heroes, formation of ideals, and other aspects of character development. With suitable modification of questions, we can inquire into the goals of leaders, the goals of leaders as perceived by their groups, and the extent to which those goals are held by the group members.⁶⁸

Correlation between persons is the basis of Q-methodology to which explicit attention was given first by Sir G. H. Thompson⁶⁹ and almost simultaneously by Dr. William Stephenson. As regards the nature of a Q-technique Stephenson states,

The new technique, we suggested, made it possible to make factor studies on a single or a few individuals, thus bringing the methods of correlation and factor analysis into the laboratory and clinic. This was possible if persons were correlated instead of tests.

Whereas previously a large number of people were given a small number of tests, now we give a small number of people a large number of tests or test items, or require a large number of responses from them.⁷⁰

In 1964, Lionberger conducted a study on "Image of the College of Agriculture from the View Point of Several

Groups" at the University of Missouri. He used the Q-technique to collect information from a small sample of forty-four people. In his opinion

The small sample was the favored study method because with limited resources it was felt that more could be learned by concentrating on a few key individuals who had opinions than on a large sample, many of whom had none.⁷¹

He agreed with Dr. Whiting⁷² that Q-sort is superior to the interview, questionnaire, attitude scale, or rating scale as a flexible means of obtaining information about attitudes, opinions, and expectations of people.

Although Stephenson published material on Q-technique as early as 1935, not so much use was made of this type of correlation until 1948. Interest in the method has spread widely very recently.

The review of the literature concerning the use of Q-sort methodology shows that it has had increasing use on social, psychological, and educational problems and the Q-sort may be well adapted to the study of social or professional roles.

These points gave support to the use of a Q-sort approach to the present study. The professional leader role in education programs for disadvantaged parents being comparatively a new position, it was thought to be appropriate to make factor studies following Q-technique on a few key persons having valued opinion concerning such leadership roles.

The following 'Role' studies have been found helpful in providing guidelines as to the use of Q-methodology.

Schmidt's⁷³ study was on "Concepts of the Role of Secondary School Counselors". The study proposed to identify and compare concepts of the actual and ideal roles of Secondary School Counselors as they were held by Secondary School Counselors and by their Secondary School Principals. He used the Q-technique comparing

matched pairs of Principals and Counselors. The respondents performed Q-sorts in reference to actual role and ideal role of the counselor.

The study of Schmidt was followed up by Du Bois⁷⁴ and Fredrick⁷⁵ who made studies on counselor role, using the Q-sort instrument developed by Schmidt.

All of them present reviews of current research involving Q-methodology which revealed that the data for a Q-sort may be derived from a wide variety of areas including art objects, personality traits, and statements about behavior.

Moore⁷⁶ conducted a Q-study to determine if there were common concepts of the role and functions that school counselors should perform in the elementary school. The study was designed under the direct guidance of Dr. Stephenson.⁷⁷ Moore pointed out that the greatest amount of information could be gained through the use of factor analysis in the statistical treatment of the data. He reported a number of studies of role concepts using Q-technique with its Q-sort, person sets, correlation and factor analysis. About Q-methodology he states,

Its purpose is to identify and describe in some detail the opinions held that are common and by whom such common opinions are held. It utilizes small sample doctrine in the measurement of the qualitative conditions of opinion.⁷⁸

The survey of literature indicated that the use of Q-technique would be helpful in analyzing opinion and judgments of professional personnel qualified to express expert opinion as to what should constitute the professional leader role in education programs for the disadvantaged parents.

Scope, Procedures and Limitations

The problem of ascertaining the role and functions of professional leaders in education programs for parents handicapped by socio-economic status differences has national implications but the study was limited to the role of professional leaders in the state of Missouri.

The investigation was also limited to a study of the professional leaders with specialized knowledge and training in home economics education, working in such parent education programs for the disadvantaged as administered by the Public School System and the Extension Service in Missouri.

Although this study was conducted in Missouri and inferences were made only to Missouri, the findings might very well have relevance to other states. The study, also, might have important implications for other agencies and organizations, whose pattern of leader role is similar and somewhat comparable to that followed in parent education programs of school systems and extension services.

The total population of fifty-eight subjects for the study was drawn from nineteen communities in Missouri having professional leaders. Twenty-nine individuals with specialized knowledge in home economics education were considered to be practicing professional leaders within the Public School System and the Extension Service, and twenty-nine were professional educators who had a reasonable period of time in which to become familiar with such programs serving as directors, and/or specialists in educational programs for the disadvantaged.

Professional leaders were selected on the basis of records obtained from the Missouri State Department of Education and the University of Missouri Extension Division, Columbia.

The procedure used to study the professional leader role included a structured interview schedule.

The schedule was constructed by using a Q-sort of sixty cards with a statement describing a different job activity concerning the professional leader role, listed on each card.

The job activities included in the sample of Q-sort statement cards were based on (1) relevant literature and background materials of authorities in the field of parent education and education programs for the disadvantaged, (2) interviews with administrators, specialists, and (3) professional description provided by the agencies and organizations conducting educational programs for disadvantaged parents in Missouri.

The sample of Q-sort was developed around the following four major aspects of the professional leader role:

1. Assistance to Administration
2. Cooperation with co-workers and aides.
3. Cooperation with agencies and organizations.
4. Personal services to audience (parents).

Of the total sixty items incorporated in the sample, fifteen items were selected for each of the four major role aspects.

A pre-test was conducted with twelve professional educators associated with the parent education programs for the disadvantaged in Missouri. Each person on the pre-test considered how each of the statements or items applied to the roles of professional leaders in education programs for the disadvantaged parents.

Based on the opinion of persons on the pre-test and also upon suggestions of a panel of selected educationists, administrators, and members of the writer's advisory committee, a final selection of the activities relating to the professional leader role was made.

Data were collected by personally conducted group and individual interviews by the investigator using the structured schedule consisting of sixty statement cards.

These statement cards were sorted into eleven piles by each interviewee to indicate the degree of importance

accorded activities in terms of actual situation as he or she saw it, and in terms of the ideal situation, or as he or she felt it should be. The data were obtained by making a record of each respondent's actual sort and ideal sort.

The measurement consisted of weighted scores assigned by respondents to each of the items sorted. The responses thus obtained formed the basis for analysis and the conclusions drawn from the study.

The nature of the Q-sort statements and their development, the criteria for selection of the subjects, and the way in which data were collected and analyzed are discussed in detail in Chapter II, Methodology.

Certain problems and limitations in a study of this kind need to be recognized.

They include:

1. Lack of uniformity in the organizations of the education programs for the disadvantaged parents from community to community;
2. The variety of ways in which the positions of the professional leaders may be structured in communities;
3. The variety of ways in which a professional leader may function in the position;
4. The uniqueness of the parent education program within a particular organization.

Leaders in education programs for the disadvantaged parents as in any area of professional practice may be broadly classified into generalists and specialists. This study was limited to the role of professional leaders as specialists in home economics education. Moreover, the definition of the term, disadvantaged parent education had limited the number of schools and extension centers included in the study to those conducting parent education programs for the disadvantaged which are organized and administered by the local Public School System and the Extension Service.

Only communities maintaining education programs for the disadvantaged parents were included in the study. No attempt was made to include many school districts and extension centers since it was doubtful that parent education, as defined in this study, would be found in those communities.

The scope of the study was further limited to the statements of responsibilities relating to the professional leader role that appeared on the cards of Q-sort. All conclusions drawn in terms of the statements apply to the leadership practice only to the extent that the sample of responsibilities is representative of the professional leader role. Then again, the study was limited to the extent to which respondents were able to interpret the Q-sort statements and to supply information and opinion.

A study based on perceptions also had certain inherent difficulties arising from the nature of perception itself and the difficulty of obtaining accurate perceptions of another person's behavior. The individual variation on item interpretation and perception should be regarded as a limiting factor in the study.

The analysis of job activities did not imply in any way an evaluation, either of the effectiveness of the contribution of the professional leader, or of the quality of outcome of the administration.

The study was the first attempt to provide information relating to professional leader role in parent education programs for disadvantaged persons in Missouri.

CHAPTER II

(pages 52-72)

METHODOLOGY

Introduction

The primary purpose of this study was to describe and analyze the role and functions of professional leaders in the state of Missouri in education programs for parents, handicapped by socio-economic status differences. Empirical data were required for accomplishing this goal.

There were two possible approaches to achieving this objective:

1. Observe a professional leader's behavior on the job for a period of time; or
2. Ask relevant individuals what they perceive the job of a professional leader to be. The second approach was considered the most feasible for this study.

In the book, *Research Methods in Social Relations*, Selltiz et al define research design as "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."¹

It is reported in Chapter I that Q-methodology was thought to be most appropriate for this study. This methodology uses opinions and judgments of relevant professional persons for providing answers to questions posed in this investigation.

The general design for this study was built on certain notions concerning relevant aspects of the professional leader role as derived from the field of parent education activities related to the disadvantaged.

Development of the Instrument

Q-methodology, selected to ascertain the opinions and judgments as held by professional personnel concerning the professional leader role, determined the type of format to be used in constructing the instrument for collection of data.

Kerlinger, in his discussion on Q-methodology states:

Q-methodology is a general name used by William Stephenson to express a group of psychometric and statistical procedures he developed. Q-technique is a set of procedures used to implement Q-methodology. It centers particularly in the sorting of decks of cards called Q-sorts and in the correlations among the responses of different individuals to the Q-sorts.....

Q-technique uses a rank-order procedure of piles or groups of objects. A set of objects-verbal statements, single words, pictures-is given to an individual to sort into a set of piles according to some criterion, the whole making up a normal or quasi-normal distribution.²

Moore observes that

Q-sort is a population or a random sample of population of statements that exist about a person, event or condition. A set of such statements is usually obtained from individual interviews with the persons to be sampled or from some known source of statements representing a universe of the possible statements.³

The initial step in developing the instrument following Q-methodology was therefore, to gather statements of opinions about how a person perceives the professional leader role, and to provide a logical framework for the delineation and classification of the

statements or items on the basis of which professional leader role could be defined and analyzed.

The basic item content for Q-sort used in the study was gathered both from interview material in which the interviews allowed subjects (of the kind it was wanted to study) to freely discuss their views concerning the professional leader role and from the literature related to theory and research in parent education. A job description of the leadership position as well as the description of the administrative organizations of the Missouri Public School System and the Missouri Extension Service provided additional content. A large enough number of statements were gathered to insure a wide coverage of opinion.

To fit the statements into a balanced factorial design,⁴ four major aspects of the professional leader role were identified. Academic persons concerned with the parent education programs along with members of the writer's committee served as an advisory board for delineation of these dimensions. For analysis purpose they are called:

1. Assistance to administration
2. Cooperation with co-workers and aides
3. Cooperation with agencies and organizations
4. Personal services to audience (parents)

These four major dimensions of the professional leader role might be defined as follows:

Assistance to administration. In the present study, this role aspect was used to refer to the degree to which the professional leaders in home economics education take active part in the tasks related to administration of parent education programs for the disadvantaged under the Missouri Public School System and the Missouri Extension Service.

Cooperation with co-workers and aides. The role-aspect, cooperation with co-workers and aides was limited to the flow of communication which enables professional leaders of home economics education to exchange ideas, opinions, feelings, interests and information with staff members on matters pertaining to parent education for the disadvantaged.

Cooperation with agencies and organizations. This aspect was limited to activities of the professional leaders of home economics education with respect to community agencies and organizations which had a bearing on the total disadvantaged parent population in these respective communities.

Personal services to audience (parents). This dimension reflected the way in which individuals in the position of professional leaders of home economics education functioned in direct communication with disadvantaged parents.

The collection of statements was based on these four categories of tasks of professional leaders and at two levels of suitability, namely, 'appropriate' and 'inappropriate'. This was four by two design (four categories and two levels) which when replicated eight times provided Q-sample of size $n=64$.

Kerlinger maintains that

The number of cards in a Q-distribution is determined by convenience and statistical demands. For statistical stability the number should probably be not less than 60, nor more than 140, in most cases no more than 100. A good range is from 60 to 90 cards.⁵

A selection of statements was first made to fit the design described above. Item homogeneity for each of the aspects was considered in selecting statements through observation and evaluation. The items were considered to be fulfilling the condition of homogeneity, if they could measure the aspect under which they were classified. Items which were ambiguous, or those which could be classified in more than one aspect, were eliminated.

Content validity was obtained by the method of item construction. The definitions of the four dimensions served as a limitation on the universe from which the items were drawn. Both the objectives of the study and the resources used in identifying the dimensions provided 'criteria' for judging whether a

single item and the group of items as a whole covered the area that this study proposed to measure.

Since the person who is building the items may in particular instances overlook items that should be included or may not distinguish in all cases between several items measuring the same aspect of the leadership role, several academic persons including members of the writer's committee were asked to key and criticize the material that was proposed. The opinions of such critics were relied on most extensively. These persons were thought to be most qualified to give expert opinion because of their familiarity with parent education activities administered by the Public School System and the Extension Service in Missouri. It was assumed that items were not value laden, therefore, respondents should all be in the position of providing frank opinions and judgments. Consequently response sets should not constitute a major source of error.

Pre-testing of the Q-sort: A pre-test of the Q-sort statements was conducted with twelve individuals who were associated directly with parent education programs for the disadvantaged in Missouri as administrators and/or professional leaders. They were contacted by letter requesting cooperation in the preliminary study. A copy of the letter appears in Appendix A. The opinions of these twelve persons were obtained from individual and group interviews by the investigator.

Two-thirds agreement by the respondents as to the role area in reference to two levels of 'appropriate statement' and 'inappropriate statement' was the basis for selecting the sixteen activities pertaining to each of the four role aspects.

Consideration of each item from the point of view of the Public School System and the Extension Service was obtained from the Director of Home Economics Education, Missouri State Department of Education and her staff, and selected staff of the Extension Division, University of Missouri, Columbia.

Revisions consisted of addition, alteration, clarification and delineation of several items. Some members of the writer's graduate committee also assisted with the final refinement of the statements. As a result of which four statements were eliminated, one from each category. Since no data were to be examined by variance analysis, this elimination was of no practical consequence; the purpose of the design was to insure comprehensiveness of coverage.⁶

The final format consisted of sixty separate statements of different job activities designed to ascertain the nature of the actual role and the ideal role of the professional leader as perceived by the selected respondents.

The Q-sample was then given a preliminary trial by having Q-sorts performed by a number of subjects to provide a check upon language used and clarity of the respective items. These statements were then randomized, put on 3 x 5 inch cards for final presentation to respondents for sorting in reference to the actual role and the ideal role of the professional leader. White cards and colored cards bearing the same statements along with code numbers were used for two sortings, 'actual' and 'ideal' respectively.

The sixty activities which were finally determined are presented in Appendix B, both according to the role aspects and in sequential order of presentation.

Selection of Respondents

The concern in designing a sample for the selection of subjects for this study was to represent the diverse opinions thought to exist concerning the professional leader role in parent education for the disadvantaged under the Public School System and the Extension Service in Missouri. This was not to rule out the possibility that later studies might find that some other professional personnel could possibly be more authoritative and expert and whose opinions could count for more than others.

An important intention of this study was to utilize the small sample doctrine as proposed by Stephenson in the gathering of professional opinions and judgments concerning controversial functions to be performed by professional leaders in parent education for the disadvantaged.

Stephenson indicates that,

The application of Q-method consists of replacing the current large sample doctrine in the methodology of public opinion measurement by one which models the qualitative conditions set out by Thompson.....The controversial matter is represented by a Q-sample, and opinions by Q-sorts; factor analysis brings segments of opinion to light, factors are then measures of public opinions.⁷

Jacobson, Charters and Lieberman point out that "the definition of role in terms of shared expectations must make account of the question of whose expectations are relevant."⁸ The authors further state:

In hierarchical organizations at least three groups should receive consideration. One is composed of persons who occupy like positions. Another is composed of persons who have a high degree of functional interdependence with the position in question. A third is composed of persons who do not have direct functionally interdependent relationship with the position; but who nevertheless are related to it through a concern with the formulation and implementation of the position in the organization.⁹

Sellitz et al focus on the selecting of respondents occupying different positions when they state:

Selection of individuals who represent different positions in the social structure helps to produce a rounded view of the situation they are reflecting. In almost all

social groups, one finds variations in social status and specialization of social roles and functions. Individuals occupying those different positions are likely to see any given situation from different perspectives, and diversity is productive of insights.¹⁰

In the light of these recommendations two major respondent groups were identified. They were: (i) Professional leaders of home economics education who could be considered to be practicing a professional leader role in parent education programs for the disadvantaged administered by the Public School System and the Extension Service in Missouri. They might be holding the title of home economics teacher and/or home economist; (ii) Directors of the programs who could be considered to have a reasonable period to become familiar with what professional leaders in a school system and/or an extension service were actually doing as professional leaders in parent education for the disadvantaged. This group included persons holding such titles as Superintendent of Schools, School Principal, Director, Supervisor or Specialist. They were to be employed in the Missouri Public School System and/or the Missouri Extension Service.

Each community having education programs for the disadvantaged parents under the Public School System and/or the Extension Service, automatically identified the two position groups of professional personnel needed for this study.

The question presented itself as to what plan might be used for the selection of communities. It was obvious that the selection would need to be made of those communities in Missouri which had and are likely to have education programs for the disadvantaged.

Based on the recommendations proposed by the Division of Home Economics Education, Missouri State Department of Education, and the office of the Director, Continuing Education for women and Home Economics Extension, University of Missouri, Columbia, nineteen communities

were chosen which had parent education programs for the disadvantaged sponsored by the Public School System and/or the Extension Service.

The following criteria were used for identification of professional leaders:

1. His name appeared in the Directory of Home Economics Teachers in the Missouri Public School System and/or Home Economists in the Missouri Extension Service, 1964-65.
2. He had a bachelor's or graduate degree in home economics education.
3. He had been participating in education programs for the disadvantaged as a professional leader for at least one year.
4. He had specific professional assignments for parent education activities for the disadvantaged for fifty per cent or more of his time.

A total number of twenty-nine persons were identified in selected communities who met the selection criteria; eighteen of them were home economics teachers employed in public secondary schools and eleven were extension home economists. The selection procedure excluded other professional leaders who might have been employed in the selected communities in Missouri at the time of this investigation. All twenty-nine members of the professional leader group were women; twenty-five had bachelor's degrees, and four had master's degrees in home economics education. The average age for this group was 35.50 years. The average number of years of experience in the disadvantaged education programs in Missouri was 4.20 years.

In the identification of an exact number of directors of programs, the criteria indicated experience in parent education programs for the disadvantaged as well as direct contact with the professional leaders. This group of twenty-nine professional educators was composed of seven Superintendents, six Principals and two Supervisors working in public schools and one Director,

one Supervisor and one Specialist in Family Living Education, six County Extension Directors and five Extension Specialists. Of the total twenty-nine persons of this group then, eighteen were from the Public School System and eleven from the Extension Service. All but four were men. All of them had a bachelor's degree. Nineteen had a master's degree. Five had Ph.D. degrees. The age within the sample of this group ranged from thirty-five years to beyond fifty years. On an average they had contact with the professional leaders twice a week. The average number of years of experience in parent education programs for the disadvantaged was 6.30 years. Thus altogether fifty-eight professional educators consisting of twenty-nine professional leaders and twenty-nine directors were selected for the administration of Q-sorts.

The final sample in terms of selected communities, professional titles and educational qualifications along with code numbers used for the respondents in the study appear in Appendix C. It was a condition of the study that anonymity be maintained. Therefore it should be noted that in the listing of subjects, names of persons and program centers are not given.

Collection of Data

Data were collected by personally conducted interviews by the investigator with each of the fifty-eight selected persons who performed the Q-sorts. Letters of request were sent to school personnel and extension personnel by the Director of Home Economics Education, Missouri State Department of Education and the Director of Continuing Education for women and Home Economics Extension, University of Missouri, Columbia respectively, asking for their cooperation in this study. Their respective letters explained the general nature and purpose of the investigation.

A visit with each person was then planned during the period of February 9, 1966, to March 9, 1966. The respondents were contacted by telephone or mail to confirm the time of the visit approximately two weeks prior to

the visit at the center. Wherever possible all the participants of a particular center were seen on the same day individually and/or in small groups.

Each participant was first given a set of printed instructions on the method of Q-sort, a Q-score sheet and an information blank, copies of which appear in Appendix J. The writer explained the instructions for performing the sort and was present during the sorting, answering technical questions.

Each interviewee was requested to indicate the degree of importance accorded the activities in terms of the actual situation as he or she saw it, and also in terms of the ideal situation. It was assumed that such a procedure would

1. measure the respondents' perception of the professional leader role as it is and as it should be;
2. measure the extent to which respondents perceive each of the sixty job activities as a part of the professional leader role;
3. discriminate between factors representing persons having similar perceptions of the professional leader role.

A deck of sixty white cards containing sixty statements along with eleven envelopes were at first presented to each respondent for the actual sort. The respondent was asked to arrange the cards in eleven columns from most important statement cards which were to be placed at the right to the least important ones which were to be placed at the left. This arranging of cards gave an account of the respondent's opinion about the statements concerning the actual role of professional leader. The subject distributed the statements into the following forced distribution.¹¹

	<u>Least Important</u>									<u>Most Important</u>	
<u>Score</u>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
<u>Frequency</u>	3	5	6	6	6	8	6	6	6	5	3

The cards were assigned values by the subjects according to their placements in the columns from -5 through +5, left to right. After sorting the sixty cards, the interviewee placed each pile of cards in the appropriate envelopes with the column numbers printed on the outside of each.

A similar procedure was used to obtain 'ideal' ratings from each respondent. The interviewee was given sixty colored cards bearing the same statements and code numbers and was asked to sort them according to the instructions. After sorting, each interviewee placed the cards in the appropriate envelopes for recording.

The cards were shuffled each time to secure a new random order for each respondent. At the completion of each sort, the values as assigned to the cards in terms of placement were recorded on the appropriate score sheets by the investigator.

Following the sorts all interviewees were asked to fill out the personal information blanks handed to them. The information blank asked for subject's age, sex, academic preparation, experience and additional comments which they chose to offer. These data were summarized and are presented in the section of this chapter titled "Selection of Respondents".

A brief discussion about the professional leader role concluded each of the visits.

The 'Actual' and the 'Ideal' Q-sorts of each participant are presented in Appendix K.

Although this technique seemed rather involved at first, it had several distinct advantages over the usual questionnaire as observed by Robinson¹² in his doctoral study. These are:

1. The job activities were randomized differently for each respondent.
2. The Respondents were inclined to use all or most of the categories and tended to avoid a particular response pattern.

3. The physical activity of handling cards tended to keep the respondent's thought on the task at hand.
4. The use of white cards and envelopes for "actual" ratings and colored cards for "ideal" ratings provided a reminder of the difference between the "actual" and "Ideal" as the ratings were being made.
5. The job activities always appeared in a different order due to randomization of "actual" and "ideal" cards, so there was little chance to compare ratings between the two.

A master recording schedule was developed which was used to record the placement values of cards of each of the two sorts performed by the subjects. These recordings provided data for the study.

Method of Analyzing the Data

Correlation and factor analysis were the statistical tools used for analyzing the data obtained from the Q-sorts performed by the respondents. Kerlinger quotes from his manual of Q-Methodology and the Theory:

One of the strong points of Q-methodology is its analytic possibilities. Of these possibilities factor arrays are very important. A factor array is a Q-sort constructed from factor analytic results. Factors are conceived as similar clusters of objects - in this case, persons, or the responses of the persons. Those individuals who respond to a Q-sort similarly will form clusters of persons. Oversimplified, conceived of summing the responses of the individuals of a cluster to any Q-sort item. If we did this for every item in a Q-sort, we would have sums (really weighted sums) for all items. These sums would of course vary a great deal.

They can be rank ordered and then fitted into original Q-distribution. This 'new' synthetic Q-sort is literally a description of the factor. It can be directly interpreted by the investigators.....Factor arrays are calculated and prepared for each factor.¹³

Following Q-methodology in the identification of factors, the centroid method of factor analysis was used as suggested by Stephenson.¹⁴ In this procedure factors are defined by clusters of subjects and are used to describe the nature of opinions held by respondents identified with the factors.

The scores of the two sorts, "actual" and "ideal" completed by the fifty-eight respondents were recorded in the master schedule. Using the IBM 1710 computer program for centroid factor analysis, Pearson Product Moment correlation co-efficients were computed for fifty-eight variables and sixty Q-sample statements. A table of correlation co-efficients was provided for each Q-sample. The correlation matrices were factored and using loadings, seven factors were extracted for each. A table of residuals after extraction of these factors also was provided for each sample by the computer. The latter was well within the limits of error of a zero correlation, indicating that there were no possibilities of additional factors of significance being extracted from either of the two matrices. The standard error for a zero correlation coefficient in this study was 0.13 computed from the formula

$$SE = \frac{1}{r \sqrt{n-1}}, \quad \text{where } n \text{ is the size of a}$$

Q-sample. In this study $n=60$.

The correlation matrices are presented in Appendix D. By inspection these correlations are all positive and significantly greater than a zero correlation. This indicated that there were relationships between all variables.

Four of the seven factors proved to be significant in the actual sort data, and there were similarly four significant factors from the ideal sort data. Significance was determined according to the Guilford-Lacy (1947)¹⁵ expression, which consists of multiplying the two largest loadings on a factor (neglecting signs), that is to say, the product should be larger than the standard error of a zero correlation co-efficient. For this study it was 0.13 as mentioned earlier.

In order to better differentiate significant factors, rotation in accordance with principles suggested by Stephenson¹⁶ was performed in order to bring about a simple structure (orthogonal or uncorrelated) which was well represented by variables on each factor. The factors were visually rotated by plotting them in pairs on graph paper and by visual inspection determining the rotation which would maximize certain loadings and minimize others. Finally, three factors, each identified by at least six variables, presented a meaningful factor structure for the actual sort data. Four significant factors resulted from the rotations of the ideal sample centroid factors.

Factor loadings for the significant factors before and after rotation may be found in the Appendices E and F respectively.

Loadings of size 0.40 or more are indicative of some significance. Respondents who had clearly orthogonal loadings (0.40 or more on only one factor) were used to describe that factor. The items of their Q-sort were weighted¹⁷ according to their factor loadings and summed for all variables on that factor. The Factor Weight Table appears in Appendix F of the Study. Factor loadings of the variables which identify the three factors for "actual" Q-sample and four "ideal" Q-sample are shown in Tables I and II of the Study.

The Q-sorts for a factor which were significantly loaded on that factor only were weighted and combined, transformed into standard scores, and then into the eleven point scale of the original Q-sorting. A Q-sort was thus constructed from the weighting in rank order which represented the common sort for the factor variables. Consequently factor scores represented all of

the variables uniquely on that factor. Each factor presented one Q-sort which might be considered as a model of one view point.

CHAPTER III

Results

Introduction

This chapter presents those findings which pertain to the questions raised on Chapter I. An attempt is made to describe and interpret the identified factors which represent the opinions relative to the professional leader role as expressed by professional personnel.

It has been indicated in the previous chapter that three factors for the actual Q-sort sample and four factors for the ideal Q-sort sample were identified by statistical analysis of data.

The factors which were found to be significant suggest that several individuals tended to give the same Q-sort (which is what the factor is) because they or their opinions were alike in some respects. Since the factors were uncorrelated, this meant that the individuals were alike in their opinions of some of the statements... They differed in a multivariate sense with respect to all statements except those of a consensus type i.e., opinions that were generally agreed upon by all factors.

The analysis of data focuses on the discriminative statements showing that there were variations among subjects and their opinions or there would be no factors with which different clusters or sets of persons were identified. Likewise it reveals that common opinions did exist, otherwise there would have been no formation of sets of people having opinions of similar nature. Statements upon which there was a consensus of opinion regardless of factors also support this assumption.

Stephenson says, "Opinions are synthetic self-referent statements which can be composed for a Q-sample; a Q-sort models a person's attitude of mind about a

situation. Factors are attitudes of mind held in common by many people."¹ He indicates that different factors represent different attitudes of mind about a matter but that the same deeper or latent belief system may explain different attitudes.

The statements of the Q-sample in the present study were considered as expressions of opinions. The factors might in some degree be attitudinal with respect to job activities to be performed by professional leaders.

With this in mind an attempt is made to describe and interpret the nature of opinions concerning the professional leader role in parent education programs for the disadvantaged as offered by professional personnel identified with the different factors.

Statements which discriminate between the factors are discussed first, following which appear consensus statements. Array of statements representing a factor are described and interpreted step by step beginning with those statements of job activities which were considered to be important by the factor in assigning high positive values to them. These are followed by statements which had neutral values to the persons and were considered neither important nor unimportant. Finally, statements considered unimportant are discussed.

The factor scores range from +5 to -5 from greatest importance to least importance. For the purpose of discrimination between the factors, a difference of two points or more was considered to be significant. The statements having scores of 1, 0, or -1 were treated as neutral and the statements having higher positive values or negative values were treated as important and unimportant respectively.

Factors for the 'actual' sort sample and 'ideal' sort sample are dealt with separately.

Interpretation of the Actual Role Factors

(p. 83-104)

To reach a clear understanding about the nature of opinions held by the factors identified, interpretation is undertaken of the Q-array of each factor.

Interpretation of Factor A

As stated earlier, interpretation begins by giving attention first to those statements which discriminate sharply between A and the other factors B and C. The interpretation begins with important roles and functions and gradually arrives at the unimportant roles and functions as considered by the persons identified with factor A. Scores at the Q-array of the factor are to be looked at from the view point of the persons who performed the Q-sort.

Prior to an interpretation of the nature of the statements, it is necessary to focus on the people identified by Factor A. This factor represents two extension directors, two school administrators, four extension professional leaders, and one public school professional leader.

Following is the 'Factor-Array' showing the statements along with the scores. Interpretation of the factor A takes into account the scores reported along this factor.

The Factor Array

The following are the 'Important Statements' for Factor A (higher value than 1).

(Statements)

24. Make available adequate supervision and instructional aids to staff for particular learning experiences.

56. Encourage parents to cooperate with school personnel in getting children to eat at school and in utilizing surplus food (in connection with school lunch program).
44. Encourage community organizations to include 'parents' from low-income group as members and participants in the respective organizations.
46. Give time or provide appropriate staff to counsel parents with personal and family health and social problems.
52. Encourage parents to bring children of pre-school age to child care centers or free clinics for physical and other needed examinations and services.

Neutral Statements (which have scores 1, 0, -1) for Factor A are the following:

(Statements)

14. Cooperate in the utilization of the resources of the community in providing a variety of community programs covering the needs of the family.
50. Give time or provide appropriate staff to counsel with parents concerning specific problems of children and youth and other aspects of family living.
39. Consult volunteer agencies and other community organizations in recruiting lay leaders (aides).
16. Acquaint assisting staff with basic policy decisions related to their responsibilities.
11. Prepare lists of current educational aids to be used in parent education program.

The following statements were considered unimportant for Factor A (lower than -1):

27. Meet in a unit conference with staff and parents to discuss cases involving specific problems.
5. Attend and cooperate in planning and carrying out orientation program for all new assisting staff.
9. Participate in the conduct of needed surveys related to aspects of total program.
58. Provide demonstrations and in the home follow up on housekeeping skills and plans for use of facilities.

An examination of statements 24, 56, 44, 46, 52 with scores of 5, 4, 2, 2, 2 on one extreme, and statements 27, 5, 9, 58 with scores of -5, -3, -3, -2 on the other extreme indicates that in each case the statements distinguish factor A, particularly.

Factor A indicates that major emphasis is currently being given to personal services to parents by the professional leaders who work in cooperation with assisting staff and community agencies (24, 52, 56). Factor A presents a developmental and exploratory approach in organizing parent education programs on the part of professional leaders. Attention is given to counseling service offered to parents (46) as well as to promotional activities (44). Factor A suggests that routine responsibilities involved in assisting the administration (5, 9) are of no concern to the professional leaders. It also rejects the task of providing demonstrations on housekeeping skills (58).

It is interesting to note the neutral statements at the middle of the array. Factor A is undecided about such tasks as acquainting staff with basic policy decisions (16) and preparation of lists of educational aids (11).

It appears that persons identified with factor A are of the opinion that professional leaders are committed to take initiative in three major aspects of the leadership role in relation to parents, co-workers, aides and community agencies. They are involved in promotional and developmental activities with particular emphasis on services to parents. According to factor A, current parent education programs are parent oriented and therefore professional leaders are likely to see that the disadvantaged parents may make the most of the learning opportunities to improve their family and personal status.

This indicates that factor A considers the professional leader role to be the role of the "Organizer-Explorer."

Professional leaders are expected to explore new means of assisting parents in matters of child welfare and the improvement of family living conditions. In this venture they seem to be the organizers and not just assistants to the administration.

Interpretation of Factor B

Factor B represented seven professional leaders, six from the Public School System and one from the Extension Service.

The same procedure in the analysis of the data is followed as for factor A to ascertain nature of opinion concerning the actual role and functions of professional leaders as expressed by the professional leaders themselves.

Functions are reported below in the same order: 'important', 'neutral', and 'unimportant' as revealed by the scores for factor B.

Functions considered important for factor B are:

(Statements)

7. Cooperate in developing guidelines for planning with parents and assisting staff in setting goals, selecting experiences, and in appraising programs.
16. Acquaint assisting staff with basic policy decisions related to their responsibilities.
52. Encourage parents to bring children of pre-school age to child care centers or free clinics for physical and other needed examinations and services.
11. Prepare lists of current educational aids to be used in parent education program.
23. Use regular class visitations followed by conferences with staff concerned for the improvement of instruction.
4. Keep records of interviews with volunteers, parents, and other participants in parent education program and maintain cumulative records concerning various aspects of delegated responsibilities.
10. Assume responsibilities in securing supplies and facilities needed for parent education program.

The following are neutral statements for factor B:

6. Cooperate in arrangements for in-service education programs for continuing education of all staff members.
5. Attend and cooperate in planning and carrying out orientation program for all new staff members.
14. Cooperate in the utilization of the resources of the community in providing a variety of community programs covering the needs of the family.

The following functions are considered unimportant:

34. Attend meetings planned for parents by other agencies.
46. Give time or provide appropriate staff to counsel parents with personal and family health and social problems.
19. Obtain ideas and interests of staff members in establishing programs.

Professional leader activities, considered important by persons identified with factor B are mostly managerial, supervisory and clerical in nature. It seems that the professional leaders do not have much occasion to work in direct contact with parents. They are primarily concerned in assuming responsibilities regarding the development of guidelines, providing facilities, keeping records, and making class visitations (4, 7, 10, 11, 23). The professional leaders participate directly in the decision making and planning phases of the programs for parents.

Factor B rejects those responsibilities which involve identifying family problems and giving counseling service to parents, attending parents' meetings and obtaining ideas and interests of the assisting staff in establishing programs (19, 34, 46). Factor B is somewhat critical regarding the idea of cooperating with community agencies in utilizing resources (14).

Factor B focuses on the rigid routine work performed by the professional leaders. The professional leaders do not seem to have adequate opportunity for working on their own initiative. There is little direct contact with parents and less cooperation with aides and agencies. The most immediate concern is in assisting the administration. Factor B may be referred to as the "Administration-Assistor" Role.

Interpretation of Factor C

Factor C was well defined by twelve people. They were four extension directors, three school administrators, three extension professional leaders and two professional leaders associated with the Public School System. This description shows that factor C represented persons from all four subgroups of the sample of respondents. Following the same order of presentation, functions considered important by factor C are reported first.

(Statements)

26. Serve as a consultant and a resource person to assisting staff.
5. Attend and cooperate in planning and carrying out orientation programs for all new assisting staff.
21. Confer with assisting staff concerning regular activities and responsibilities.
46. Give time or provide appropriate staff to counsel parents with personal and family health and social problems.
14. Cooperate in the utilization of the resources of the community in providing a variety of community programs covering the needs of the family.
50. Give time or provide appropriate staff to counsel with parents concerning specific problems of children and youth and other aspects of family living.
16. Acquaint staff members with basic policy decisions related to their responsibilities.

(Statements)

22. Delegate definite teaching, non-teaching managerial, and other responsibilities to the assisting staff and give them authority to act within the area of these responsibilities.

The following are the neutral statements for factor C:

11. Prepare lists of current educational aids to be used in parent education programs.
23. Use regular class visitations followed by conferences with staff concerned, for the improvement of instruction.
27. Meet in a unit conference with staff and parents to discuss cases involving specific problems.
29. Assist aides in meeting their specific problems and needs.
42. Make information relating to parent education programs available to the public through the various media.
51. Assist parents in becoming acquainted with community counseling services and clinics giving professional specialized services by professional personnel.
12. Prepare study discussion guides for the use of instructional staff in parent education program.
52. Encourage parents to bring children of pre-school age to child care centers or free clinics for physical and other needed examinations and services.

Only two functions were considered unimportant by Factor C. They are:

43. Assist Parent Teacher Association in organizing parent education activities.
55. Provide 'special events' days to stimulate interest in appropriate phases of the educational program for parents.

It is evident from statements 5, 14, 16, 21, 22, 46, 50 that in opinion of factor C the professional leader is likely to serve as a consultant both to aides and agencies and to some extent to parents. For factor C, flexibility and permissiveness are not incompatible with the work of the professional leader when that factor approves the statement—

delegate definite responsibilities to the assisting staff and give them authority to act within the area of these responsibilities.

A balance of approaches in parent education for the disadvantaged is specified by factor C with respect to staff and parent conferences, counseling, cooperating in utilizing resources, and providing information and facilities. Factor C reveals that professional leaders participate in staff orientation programs and take steps to improve the standard of instruction.

Factor C indicates indecision concerning such tasks as meeting specific problems of assisting staff (29), communicating to the public (42) and acquainting parents with community centers for needed services (51).

It is interesting to note that while much emphasis is given on cooperation with agencies and organizations in the community, this task like that of assisting Parent Teacher association (43) is rejected. Factor C also does not think that professional leaders perform such activities which may stimulate interests for parents in different phases of education programs (55).

From the nature of opinions as expressed by factor C it appears that professional leaders function both as specialists and as coordinators. They are not only rendering counseling services to persons concerned but also trying to assemble resources in achieving goals. Factor C seems to indicate considerable respect for the kind of individual who values flexibility, is permissive in attitude and works in co-operation with others to attain goals.

Factor C may be referred as the role of the 'Specialist-Coordinator'.

The Nature of Actual Role Factors

From the preceding discussion it is evident that factor analysis has been most useful insofar as it integrates opinions, scattered over the Q-sorts, into a meaningful pattern. This has been the case for three factors which represent three groups of persons, each having different opinions regarding the professional leader role. The general goals for professional leaders may be the same but the methods for accomplishing these goals may receive very different emphasis.

The three different patterns of opinions concerning the actual role of the professional leader in educational programs for the disadvantaged parents are represented by factors A, B, and C and are labeled. Factor A is referred to as the 'Organizer-Explorer', factor B as 'Administration-Assistor' and factor C is called 'Specialist-Coordinator'. The discriminative statements which characterize the factor fall neatly into place from one extreme to the other of the Q-sort, in line with the interpretation of a particular pattern of opinions. There is, however, some overlapping since some statements and variables appear on more than one factor. But still there is enough evidence to justify organizing opinions of a Q-sort into one context showing "some unity of meaning running through them."² Persons identified by each factor view the professional leader's actual role in a standard sort of way.

The following brief discussion is an attempt to present clearly what is involved in the actual role of the professional leader in parent education programs for the disadvantaged as represented by three different factors.

(Factor A)

Factor A is referred to as the 'Organizer-Explorer Role'. Professional leaders in the role of an 'Organizer-Explorer' are likely to take initiative in organizing different phases of parent education programs and attempt the exploring of effective ways of achieving goals. To them, rendering personal services to the disadvantaged is the first and foremost duty, routine managerial work in assisting the administration is of secondary importance. They work in direct contact with the parents and encourage parents to actively participate in appropriate phases of educational programs planned for them as a special group. To achieve results they utilize services of assisting staff, community agencies and organizations. Their main focus is upon parents and their problems. Factor A represents nine people.

(Factor B)

Factor B views the professional leader role as the role of the 'Administration-Assistor'. For factor B current parent education programs demand attention of the professional leaders in providing assistance to the administration. This includes participation in long range planning, maintenance of records, making provision for facilities, developing guidelines, arranging staff training as well as supervising their work. They seem to be totally immersed in the day-to-day rigid stereotype work, with limited opportunity to

work on their own initiative. They may not be totally isolated from the disadvantaged parent population but their responsibilities as related to direct contact with the parents seem insignificant. Factor B was represented by seven persons.

(Factor C)

Factor C is referred to as the 'Specialist-Coordinator'. According to factor C, a professional leader has dual functions. He is considered as a specialist with specialized knowledge in parent education. He acts as a consultant to agencies and organizations of the community in matters relative to parent education; as a resource person to the assisting staff in guiding their activities, and is also capable of counseling parents concerning specific problems. In the capacity of coordinator, the professional leader brings the available resources together. He shows skill in working in close cooperation with others in accomplishing goals. Factor C places emphasis on coordination, adjusting and maintaining flexibility. This factor was well defined by twelve persons.

It is to be noted that the above interpretation has been made in the light of Q-sorts which are outside the control of the interpreter. The description following a pattern sometimes becomes sharper in definition than is the case in any actual situation for any particular individual. However, in some way each Q-sort was descriptive of a particular pattern of opinions held by the professional personnel identified by the factor for the Q-sort.

Actual Role Consensus Statements

There are a number of job activities pertaining to the professional leader role for which there was consensus on the part of all the subjects represented by

the three factors. These statements are presented below. The factor array indicates that statements were given almost equal rank (a difference of only one point) by the 'Organizer-Explorer' (A), 'Administration-Assistor' (B), and the 'Specialist-Coordinator' (C).

(Statements)

2. Report program accomplishments and needs to the administrator in charge.
15. Arrange continuing evaluation of different aspects of the education programs and their relationship to the improvement of home and family life.
1. Cooperate and confer regularly with the administrator in charge concerning plans for parent education and delegated responsibilities.
47. Involve parents in sharing the planning and maint " " for projects in short term and long term parent education activities.
17. Suggest needed facilities required by staff to discharge their responsibilities.
20. Advise the assisting staff in planning and/or making adjustments to meet new developments.
49. Provide opportunities for parents to visit groups of children engaged in various types of educational and recreational activities.
31. Use volunteer and other agencies as resources in obtaining necessary publicity of different aspects of parent education program.

28. Assist staff to strengthen and/or enlarge scope and purpose of parent education program in relation to all aspects of family living.
36. Act as consultant to volunteer agencies serving needs of parents.
37. Attend social events for parents in community.
38. Serve on civic committees and study groups sponsoring programs for parents.
45. Encourage volunteer agencies and other community organizations to involve "parents" in community improvement projects.
33. Organize "parent's" gatherings in the community if such an opportunity is not available.
18. Seek to understand the personal problems of assisting staff.
13. Develop supplementary educational materials for study groups.
3. Cooperate in recruiting and selecting volunteers and resource personnel to assist in various aspects of parent education program.
54. Assist parents to use opportunities to develop economic skills related to wage earning or gainful employment.
30. Assist staff to get acquainted with community and other agencies and organizations to be used as resources for various purposes.

It is apparent that the number of statements discriminating of the factors exceed the statements for which there was general agreement. The importance given to statements 1, 2, 15 by all factors show general agreement on the importance of the consulting, reporting, planning, and appraising functions. It is interesting that involving parents in sharing in the planning and maintaining of projects was thought to be very important. Matters relating to the provision of facilities and providing publicity were neutral. All factors were critical regarding the participation of the professional leader in activities arranged by community agencies.

There appeared to be no agreement among any of the three factors on the following statements:

8. Cooperate with agencies similar to own and civic organizations in coordinating efforts relative to total parent education program.
25. Make suggestions to the assisting staff on securing developing and using instructional material.
32. Assist in initiating in the community with the cooperation of local educational agencies, projects for the improvement of educational conditions (facilities, opportunities) for Parents.
35. Participate in programs of volunteer agencies and other organizations in developing materials related to parent education.
40. Work with volunteer agencies and other community organizations in obtaining cooperation and understanding of public.
41. Cooperate with different agencies to avoid duplication of activities related to parent education programs.

48. Arrange for many opportunities to give parents renewed confidence in themselves as parents.
53. Help parents through formal and/or informal contacts and activities to make re-adjustments in customary routines and practices, if needed.
57. Encourage parents to secure professional help with problem of debt and money management.
59. Provide follow up for at home tutoring of parents participating in literacy education programs.
60. Make available appropriate service to disabled or elderly parents according to their specific needs.

CHAPTER IV

Interpretation of the Ideal Role Factors

Method of Interpretation

The interpretation of the ideal role factors follows the same procedures as for the Q-sample of the actual role. An attempt was made to arrive at an interpretation of the actual Q-sorts and the ideal Q-sorts independently as far as possible. No reference was made to the ideal sort Q-sample in interpreting the actual sort factors in the previous chapter. However, the writer feels that it may be necessary to refer to actual role Q-sorts while describing the ideal role factors.

An interpretation of the actual role Q-sorts brings to light the perceptions of professional persons represented by those factors concerning job activities as they are now being performed by professional leaders in parent education programs for the disadvantaged.

It was expected that the interpretation relative to the ideal role Q-sorts would focus on the opinions of the professional persons with respect to the functions ideally carried out by professional leaders in parent education programs for the disadvantaged.

Following the method of analysis used in the case of the factors A-C, an examination was made of the Q-factors-scores on the ideal role factors Ia, Ib, Ic, and Id, noting those which discriminated between one and the other factors. A description of the discriminating statements on the ideal role sample are presented below. They are followed by consensus statements.

Interpretation of Factor Ia

Nine professional persons were identified with factor Ia. They included two school administrators, two extension directors, two extension leaders and three public school leaders. It is apparent that this factor was represented by persons of different interests.

The discriminating statements for factor Ia are presented.

(Important Statements)

- 27. Meet in a unit conference with staff and parents to discuss cases involving specific problems.
- 23. Use regular class visitations followed by conferences with staff concerned for the improvement of instruction.

The neutral region of scores (1, 0, -1) gives the following as distinctive of factor Ia.

- 22. Delegate definite teaching, non-teaching, managerial, and other responsibilities to the assisting staff and give them authority to act within the area of these responsibilities.
- 52. Encourage parents to bring children of pre-school age to child care centers or free clinics for physical and other needed examinations and services.

Unimportant functions for factor Ia are:

- 39. Consult volunteer agencies and other community organizations in recruiting volunteer aides.
- 14. Cooperate in the utilization of the resources of the community in providing a variety of community programs covering the needs of the family.

The statements appear to fit together in reflecting an image of the staff supervisor role for the professional leader in parent education program for the disadvantaged. A professional leader should meet in a unit conference with staff and parents to discuss specific problems (27). He should use regular class visitations followed by conferences with staff concerned for the improvement of the quality of their performance (23).

Factor Ia exhibits concern neither about recruiting volunteer aides in cooperation with agencies and organizations (39) nor utilization of community resources for betterment of programs (14). It does not have any opinion concerning such activities as encouraging parents to utilize community services (52), and giving authority to the assisting staff to act within the area of their responsibilities (22).

The image of the professional leader that factor Ia had, fits the role of the "supervisor". A professional leader's world of activity is viewed to be very limited. He should have direct contacts with parents but only when it is needed by the assisting staff seeking a solution to specific problems. A professional leader is to work with varied media. His major responsibility rests on energizing, inspiring and guiding the assisting staff. A professional leader is the "Staff Supervisor" in parent education projects for the disadvantaged.

Interpretation of Factor Ib

Factor Ib was not well identified. This factor represented only six people and strangely though, they were all directors; five of them were associated with the Public School System and one came from extension. It is apparent that with the exception of the extension director, this is a factor identified by those who were school administration oriented.

The Q-sort was entirely congruent with the above, as the following analysis indicates. The discriminating statements for factor Ib are as follows:

Important statements for Ib are:

16. Acquaint assisting staff with basic policy decisions related to their responsibilities.
10. Assume responsibilities in securing supplies and facilities needed for parent education program.
17. Suggest needed facilities required by staff to discharge their responsibilities.

The following are the neutral and unimportant statements.

57. Encourage parents to secure professional help with problems of debt and money management.
28. Assist staff to strengthen and/or enlarge scope and purpose of parent education program in relation to all aspects of family living.

There are not enough statements to establish a point of view about the nature of perception that factor Ib had concerning the ideal role of the professional leader. The factor array presents only one negative statement (28), and one neutral (57).

However, there are indications that factor Ib, views the professional leader as the "Administration-Assistor", the image as presented by factor B (Chapter III) relative to the actual role of the professional leader.

Persons identified with factor Ib were all administrators. There is no wonder, therefore, that factor Ib is administration oriented. Factor Ib sees the responsibilities which center round policy decisions and communications (16), and the provision of facilities (10, 17) as very important. Factor Ib does not

approve of the idea that the professional leader should render personal services to parents (57). At least, to factor Ib such activities are insignificant and therefore is hesitant to give a clear opinion as to whether such functions need to be performed by the professional leader. Factor Ib is not at all interested in seeing that the professional leader should

assist staff to strengthen and/or enlarge scope and purpose of parent education program in relation to all aspects of family living (28).

Factor Ib wants to see the professional leader as the assistor, solely responsible for services relative to administration. A professional leader is not supposed to work on her own initiative in any phase of parent education, he is just to carry out that for which he is asked to be responsible. He needs to be well informed, skillful and conscientious in the discharge of the responsibilities delegated to him. This seems to be the feeling of factor Ib about the role of the professional leader who is considered to be no other than the "Administration-Assistor".

Interpretation of Factor Ic

Factor Ic was strongly represented by fourteen persons. Of them, five were extension directors, four were professional leaders from extension, two were directors and three were professional leaders, associated with public school system. It is apparent that there were more people from extension and fewer from the school system. Otherwise, the factor was represented by persons of different interests.

The analysis proceeds as follows. The statements, considered important, appear first.

40. Work with volunteer agencies and other community organizations in obtaining cooperation and understanding of the public.

39. Consult volunteer agencies and other community organizations in recruiting volunteer aides.
20. Advise the assisting staff in planning and/or making adjustments to meet new developments.
31. Use volunteer and other agencies as resources in obtaining necessary publicity of different aspects of parent education program.

The unimportant discriminative statements for Ic are as follows:

43. Assist Parent Teacher Association in organizing parent education activities.
56. Encourage parents to cooperate with school personnel in getting children to eat at school and in utilizing surplus food (in connection with school lunch provided).
32. Assist in initiating in the community with the cooperation of local educational agencies, projects for the improvement of educational conditions (facilities, opportunities for parents).

Peculiarly, there is only one neutral statement (31) discriminative for factor Ib, which has, again, a positive value. The important statements 20, 39, 40 portray the professional leader as coordinator and specialist as viewed by factor C for the actual role sample (Chapter III).

Factor Ic gives high importance to the idea that the professional leader should utilize community services in accomplishing goals. For factor Ic participation in planning, advising the assisting staff in terms of needs are essential activities to be performed by the professional leader and for this, necessary adjustments are not incompatible with his work.

Statement 43 which is strongly rejected and statement 39 which is highly accepted could scarcely offer better proof that in the opinion of factor Ic the professional leader should follow practices of a utilitarian nature. He is to make use of community services to the extent that it benefits one's own program. A professional leader may remain indifferent in making any contribution to the programs sponsored by organizations in the community.

It seems factor Ic perceives the professional leader as "Specialist-Coordinator", skillful enough to make efforts to pull resources together and cooperate with other organizations to the extent that such cooperation benefits one's own program without getting involved in activities organized by others.

Interpretation of Factor Id

Ten professional persons defined factor Id. They were two extension directors, two school directors, six professional leaders of whom three were from extension, and three from public school system. It is obvious that all the different interest groups were well represented. The discriminative Q-statements for this factor are as follows, with the important items listed first.

14. Cooperate in utilization of the resources of the community in providing a variety of community programs covering the needs of the family.
55. Provide 'special events' days to stimulate interest in appropriate phases of the educational program for parents.
32. Assist in initiating in the community with the cooperation of local educational agencies projects for the improvement of educational conditions (facilities and opportunities for parents).

The discriminating statements, factor Id has placed in a position indicating little concern -- those that it has scored 0, -1 are as follows:

27. Meet in a unit conference with staff and parents to discuss cases involving specific problems.
11. Prepare lists of current educational aids to be used in parent education programs.

Statements discriminative at the level of 'inappropriate' are as follows:

4. Keep records of interviews with aides, parents and others participating in parent education program and maintain cumulative records concerning various aspects of delegated responsibilities.
10. Assume responsibilities in securing supplies and facilities needed for parent education program.
17. Suggest needed facilities required by staff to discharge their responsibilities.

Statements 14, 32, 55 definitely suggest that factor Id, like factor A on actual role sample (Chapter III), is "Organizer-Explorer". Factor Id seems to want a person who could be relied upon to give leadership in organizing and developing all-round educational programs, covering the needs of parents and their families. The work of a professional leader should be based on a broader perspective. He is to move around with eyes open to explore means of accomplishing goals. A professional leader should be a person capable of initiating developmental projects in the community for the benefit of parents, developing new techniques to stimulate interests of the parents in educational activities designed for them. He is required to come forward to utilize community resources for the benefits of the disadvantaged parents.

Consequently, therefore, factor Id has little faith in clerical tasks as revealed in the statements 4, 10, 17. These functions are of secondary importance to factor Id. The same is true with items 11 and 27 which are of no concern to factor Id. Here we have a description of a professional leader who is an organizer as well as an explorer.

The Nature of Ideal Role Factors

The four factors, namely, Ia, Ib, Ic and Id are different in their overall opinion about the professional leader's ideal role in parent education for the disadvantaged. In summary they are as follows:

(Factor Ia)

This well defined factor by nine persons is mainly oriented to supervisory work relative to assisting staff. This factor appears to have no firm attitude either favorable or critical about giving authority to assisting staff to act within the area of delegated responsibilities. Cooperation with agencies in matters of recruitment of aides and utilization of resources are of no concern to factor Ia. This factor considers that the role of a professional leader should be limited to the role of a 'Supervisor'.

(Factor Ib)

Factor Ib is not very well defined. This factor represents only six directors. All that matters to factor Ib is assistance to the administration. Characteristically, factor Ib is traditional in that it expresses little concern with relegation to moments in giving personal services to parents in the schedule of the professional leader when managerial routine work demands his time. Factor Ib is similar to

factor B in its concept concerning the nature of the professional leader's ideal role which fits with the job of the 'Administration-Assistor'.

(Factor Ic)

This is a factor which exhibits concern about responsibilities which demand skills for utilizing services of appropriate individuals, civic bodies and community organizations to serve in parent education programs. Factor Ic views the professional leader as strictly utilitarian, that is, one who is to use all of his time in coordinating activities for the cause of the particular program in which he is working. Toward this end he needs to be a 'Specialist-Coordinator'. Factor Ic is very strongly represented by fourteen persons.

(Factor Id)

Ten people identified with factor Id appear to be persons of a broader outlook who support the opinion of factor A that the professional leader is both an 'Organizer' and an 'Explorer'. This is, admittedly, a wide field of work, but it does not seem impractical in view of the nature of parent education. Factor Id favors work in close contact with all concerned with parent education activities. A professional leader needs not be involved just in stereotype clerical and managerial duties. He is not to be isolated from the actual field which in the opinion of factor Id needs to center around parents in their relation to families and community.

From the above discussion it may be concluded that factor Ia is not in favor of communication with community agencies. Another, factor Ib, relates entirely to routine managerial activities. Factor Ic values cooperation with both aides and agencies from the utilitarian point of view whereas factor Id would like to see the professional leader working on his own initiative in cooperation with all concerned.

Ideal Role Consensus Statements

There is quite a sizeable number of statements with which all factors relative to the ideal role Q-sorts fully agree. It is to be noted that as many as twenty-three statements were given almost equal rank (a difference of one point) by all the four factors while expressing their judgments concerning the ideal role of the professional leader. The statements are presented below.

15. Arrange continuing evaluation of different aspects of the education programs and their relationship to the improvement of home and family life.
1. Cooperate and confer regularly with the administrator in charge concerning plans for parent education and delegated responsibilities.
7. Cooperate in developing guidelines for planning with parents and assisting staff in setting goals, selecting experiences, and in appraising programs.
47. Involve parents in sharing the planning and maintenance of projects in short term and long term parent education activities.
48. Arrange for many opportunities to give parents renewed confidence in themselves as parents.

19. Obtain ideas and interests of staff members in establishing programs.
53. Help parents through formal and/or informal contacts and activities to make re-adjustments in customary routines and practices, if needed.
58. Provide demonstrations and in the home follow up on housekeeping skills and plans for use of facilities.
12. Prepare study discussion guides for the use of instructional staff in parent education program.
26. Serve as a consultant and a resource person to volunteer members and professional staff.
6. Cooperate in arrangements for in-service education programs for continuing education of all staff members.
21. Confer with assisting staff concerning regular activities and responsibilities.
5. Attend and cooperate in planning and carrying out orientation program for all new staff members.
41. Cooperate with different agencies to avoid duplication of activities related to parent education programs.
59. Provide follow up for at home "tutoring" of parents participating in literacy education programs.
35. Participate in programs of volunteer agencies and other organizations in developing materials related to parent education.

- 37. Attend social events for parents in community.
- 38. Serve on civic committees and study groups sponsoring programs for parents.
- 45. Encourage volunteer agencies and other community organizations to involve "parents" in community improvement projects.
- 60. Make available appropriate service to disabled or elderly parents according to their specific needs.
- 18. Seek to understand the personal problems of assisting staff.
- 13. Develop supplementary educational materials for study groups.
- 54. Assist parents to use opportunities to develop economic skills related to wage earning or gainful employment.

It is interesting to note that for the ideal role Q-sorts, consensus statements exceed the discriminative statements. This suggests a common core of activities which is favorable to all respondents irrespective of their different interests. Like the actual role factors, they value responsibilities relative to planning, communicating and appraising. Preparation of study discussion guides, provision of demonstration, arrangement for staff education, assistance to parents through formal or informal contacts are agreeable to them. They are critical with respect to literacy education programs, serving on civic committees, and participating in programs arranged by other agencies.

On the following statements, there was no arrangement among the four factors for ideal role Q-sorts:

2. Report program accomplishments and needs to the administrator in charge.
3. Cooperate in recruiting and selecting volunteers and resource personnel to assist in various aspects of parent education program.
8. Cooperate with agencies similar to own and civic organizations in coordinating efforts relative to total parent education program.
99. Participate in the conduct of needed surveys related to aspects of total program.
24. Make available adequate supervision and instructional aids to staff for particular learning experiences.
25. Make suggestions to the assisting staff on securing, developing and using instructional material.
29. Assist staff members in meeting their specific problems and needs.
30. Assist staff to get acquainted with community and other agencies and organizations to be used as resources for various purposes.
33. Organize "parent's" gatherings in the community if such an opportunity is not available.
34. Attend meetings planned for parents by other agencies.
36. Act as consultant to volunteer agencies serving needs of parents.

42. Make information relating to parent education programs available to the public through the various media.
44. Encourage community organizations to include "parents" from low-income group as members and participants in the respective organizations.
46. Give time or provide appropriate staff to counsel parents with personal and family health and social problems.
49. Provide opportunities for parents to visit groups of children engaged in various types of educational and recreational activities.
50. Give time or provide appropriate staff to counsel with parents concerning specific problems of children and youth and other aspects of family living.
51. Assist parents in becoming acquainted with community counseling services and clinics giving professional specialized services by professional personnel.

CHAPTER V

Comparison of Actual Role and Ideal Role

Introduction

In this chapter an attempt is made to (i) compare the factors of the actual role with those of the ideal role and to (ii) ascertain to what extent the actual roles and the ideal roles of professional leaders are alike as they are perceived by the selected professional persons.

The comparison of the factors of the two different sorts (vide, Table I and II, Chapter II) was made, simply by inspection of the general trends and patterns of opinions in terms of identified factors representing the sets of variables (subjects) that contributed information relating to relationships between the actual Q-sort and the ideal Q-sort.

It is to be remembered that in assessing factors for the actual role and the ideal role, those variables were used which were related to one factor and no other. Factors were orthogonal, i.e., not significantly correlated. Theoretically, it means, that the same Q-sample is likely to be reacted to indifferent ways by sets of persons identified with different factors. These ways are different qualitatively since the factors are uncorrelated. Consequently a different explanation needs to be given for each factor. Table I and II in Chapter II show, that there were other variables on each factor for which a simple structure was not obtained. They were non-orthogonal variables, a description of these variables follows.

Description of Non-Orthogonal Variables

Twenty-eight variables for the actual role sample and eighteen variables for the ideal role sample were considered non-orthogonal. These variables generally had significant loadings on more than one factor.

Significance was judged by taking only the loadings of a size 0.40 or greater. The views of these persons may be considered to be combinations of the views expressed by factors A, B, and C on the actual role Q-sorts and by factors Ia, Ib, Ic and Id on the ideal role Q-sorts. That these variables also contributed meaningful information, however, is scarcely open to doubt.

There were also a few non-factor variables for both the actual role Q-sort and the ideal role Q-sort. They were not significant on any factor. This was true of variables numbers 3 and 9 for the actual role Q-sort and number 34 for the ideal role Q-sort. Though not significant they had loadings approaching significance on at least one of the factors identified.

Relationship Between Actual Role Factors and Ideal Role Factors

The comparison includes all the correspondence between actual role factors and ideal role factors with factor loadings of 0.50 or more. The results show that there were significant relationships between the two.

The following relationships are indicated:

A	and	Ia, Ic, Id
B	and	Ia, Id
C	and	Ia, Ic

Of the twelve instances of factor A (which was favorable for the 'Organizer-Explorer' role) only two were on factor Ia which visualized the role of the 'Supervisor'. Eight of them occurred on factor Id which had the same image as factor A and two were on factor Ic (which represented the role of the 'Coordinator').

Of the seven instances for factor B (which suggested the role of the 'Administration-Assistor'), two were on factor Ia and three on factor Id, the rest occurred on the no ideal role Q-sort.

Of the seventeen instances for factor C (which portrayed the role of the 'Specialist-Coordinator') six

were on factor Ia and as many as eight occurred on factor Ic. Three occurred on the no ideal role Q-sort.

There were five instances for the actual role factors which did not appear for the ideal role Q-sorts. Similarly sixteen instances for the ideal role factors were not on the actual Q-sorts.

Consideration of Results

There is no simple way to determine any distinction of professional persons by factors with which different patterns of professional leader roles are identified.

From the descriptions of the factors, it appears that persons were almost randomly represented with most of the factors. A closer inspection of the data allows some interpretation. They suggest that two different patterns of opinions of roles could be considered as important. They were represented by factor A and factor Id and factor C and factor Ic respectively. The factor Ia which represented the role of 'Supervisor' was well defined also but it needs special consideration as this pattern of opinion was not identified for the actual Q-sort. Both factors B, and Ib identified with the "Administration-Assistor role", were not so well defined. Out of seven persons which appeared on factor B, two indicated preference for factor Ia and three for Id, showing inconsistency in opinions expressed by the factor for both one and the other. It was noted that not one of six variables on factor Ib occurred on factor B.

The factors identified with the role of the 'Organizer-Explorer' and that of the 'Specialist-Coordinator' were well represented by persons of different interests in the study. Factor Ia characterized as the role of the 'Supervisor' had also upon it persons of different interests but this pattern of opinion was not clear enough for any segment on the actual role Q-sort. However, a high correspondence was identified between factor C and factor Ia. The results relative to factors B, and Ib representing the role of the 'Administration-Assistor' reveal that these two factors did

not have upon them persons of different interests. While factor B was represented by professional leaders only, factor Ib was identified by directors. Most of the persons for both these factors were associated with the Public School System.

The findings are consistent with the writer's experiences gathered from visits and personal interviews which indicated a wide variation in the positional involvement of the professional leaders in the current parent education programs administered by different agencies and organizations. References about this were made in Chapter I. It was found by the investigator that in comparison to extension service workers, the scope of the work for the public school professional leaders was somewhat restricted at present.

It was also noticed that there were professional leaders associated with public schools who would like to work on their own initiative to broaden the area of activities if such opportunities were made available to them. There were public school directors who expressed similar opinions. The findings pertaining to factors A and C on the actual role Q-sort support what the interviews suggested. Moreover, out of seven persons on factor B as many as five expressed different views concerning the ideal role of the leader.

The patterns of opinion as identified with factors related to the ideal role Q-sorts do not suggest any radical departure from the existing patterns of activities as performed by the professional leaders in current parent education programs for the disadvantaged. However, the array of statements relative to each factor presented in the previous Chapters III and IV, show that they did differ in degrees of emphasis in their characterization of the different patterns for roles and functions of the professional leaders.

Factor Ia which occurred on the ideal role Q-sort may seem to be the only pattern which was not found for the actual role Q-sort. Here again, an observation of the distribution of variables presented in Table V of this chapter reveals that out of twelve instances

related to factor Ia, as many as six were on factor C, two on A, and two on B. This certainly suggests a correspondence between the two as stated earlier. Factor Ib was the only one which was isolated from the rest. It had upon it six variables and they were all directors. This suggests that only a segment of the directors group placed importance on managerial tasks relating to administration.

These findings show that different segments or groups of people as identified by the factors represented persons of different interests. The groups did not differ greatly in their views about the professional leader role in terms of the actual role and the ideal role. Most of them had consistent opinions regarding patterns of roles and functions identified with the factors.

This indicates that the identified factors for the actual Q-sorts and the ideal Q-sorts did represent essential beliefs as held by professional persons concerning professional leader roles in parent education programs for the disadvantaged. More or less similar modellings of professional leader roles occurred for both the actual Q-sort and the ideal Q-sort. This is an indication that there was an overall relationship between these two sorts.

Relationship Between Actual and Ideal Sorts

This section seeks to focus on the nature of the overall relationship between what the professional persons understand the professional leaders to be actually doing and the function they feel the professional leaders should ideally carry out. The degree of similarity should be thought of as a rough measure of the satisfaction with the present professional leader role by directors and professional leaders involved in this study, a high relationship signifying great satisfaction for the role and functions in respect to parent education programs for the disadvantaged.

The monograph by Hilden¹ provides a simplified method of determining correlations for Q-sort data of this type. These procedures were employed in determining the relationship between two different sorts.

Correlations between the actual and the ideal sorts of all fifty-eight respondents were calculated using the 'Pearson Product-moment method', in terms of two major groups, twenty-nine directors, and twenty-nine professional leaders. These fifty-eight correlations may be found in Appendix H. All the individual correlations between the actual and the ideal sorts are homogeneous and positive and do not differ widely in size. These individual correlations were converted to Fisher z equivalents and the average correlations were calculated according to McNemar.²

Garrett observes,

When for various reasons averaging is demanded by the problem, the best method is to transform the r's into Fisher's z function and take the arithmetic mean of the z's. This mean z can then be converted into an equivalent r.³

The average correlation for all respondents was .811. Although it was based upon correlations with a degree of inter-variability, it still can be considered a reasonable representative as determined by fifty-eight correlations of sixty pairs of scores each. The correlation squared is the coefficient of determination.⁴ This indicates that 66 per cent of the variation in one of the role estimates can be explained by the variation in the other. The complement of this value is the coefficient of non-determination.⁵ It is represented by the remaining 34 per cent which is the variance attributable to other influences.

The average r of .831 for all directors indicates that approximately 69 per cent of the variation in their estimates of one role can be accounted for by the variations in the other, leaving 31 per cent to be explained by factors outside of this relationship. For the professional leader group the average correlation was .789 and the size of this correlation explains

roughly 61 per cent of the variation between the estimated roles. The coefficient of non-determination was about 39 per cent.

In no case were the average actual-ideal correlations of the directors and the professional leaders far apart. This indicated, that there might not exist any significant difference between these two major groups of respondents. However, the standard error of the difference between the two z values was calculated. The ratio of the difference between the average z 's and the standard error of the difference must be 2.58 to be significant at the accepted .01 level of confidence. The nearest approximation to this was the ratio of 0.41 as noted between administrators and professional leaders indicating that the difference was not statistically significant.

Conclusions

On the basis of the findings it would appear that although there was lack of agreement among respondents as to the relative importance which should be accorded various activities comprising the professional leader role, most of them tend to see what should be the position of the professional leader as more or less like what it actually existed between the actual sorts and the ideal sorts as performed by the respondents.

Irrespective of different status and interests, respondent groups were generally in agreement with respect to the importance they felt should be given the job activities and with respect to the degree of importance perceived as now being given to the functional patterns within the professional leader role.

The findings substantiate the conclusion, that the methodology used in this study has been useful in identifying factors depicting the pattern of involvement of professional leaders in existing parent education programs both under the Public School System and the Extension Service. The methodology has also been effective for determining the extent of the

relationship which exists between perceptions of actual roles and ideal roles of professional leaders in parent education programs for the disadvantaged in Missouri.

It appears from the consistent manner of responding in regard to the actual roles and the ideal roles, that respondents value the professional leader role more on the basis of their perceptions of how a professional leader should be involved than what he is actually doing.

Moreover, they tend to base their evaluation of the professional leader role on the present definition of position within the respective organizational structures. Findings reveal that differences do exist to some extent with regard to the ideal role as compared to the present status of the professional leader. This difference is more distinct in the case of public school personnel than it is with those extension persons who participated in the study.

A careful inspection of raw scores obtained for each job activity in terms of the different factors (Appendix G) and an assessing of the mean differences among the various job activities (Appendix I) indicates that some activities related to each of the four selected dimensions of the professional leader role were considered to be very important by one or the other of the factors. Also, each aspect has items which were considered to be unimportant. This justifies the inclusion of each of these aspects in the Q-sort design.

It appears that there is an increasing recognition of the professional nature of the leadership role in parent education programs for disadvantaged when different patterns of roles as identified by different factors, are either considered together or examined individually. Respondents showed a willingness for increased emphasis on planning, evaluating instructional matters and offering specialized counseling services, giving emphasis to methods of organizing and utilizing resources, as well as coordinating, co-operating and rendering direct-service to parents.

These general trends and patterns have implications for the preparation of professional leaders in home economics education. There is a need to examine the kinds of education received by the job occupants and the kinds of preparation being provided by the institutions and agencies offering parent education programs. Since regular home economics teachers and the home economists are utilized to a great extent as professional leaders in parent education, it would seem that relevant training institutes might be required to provide such persons with more knowledge concerning parent education for the disadvantaged. The function and responsibilities of the professional leaders considered important by the respondent groups emphasize competencies which may not have been included in those training programs offered prior to this time of increased activity in educational programs for parents from low socio-economic environments.

CHAPTER VI

(Page 149-158)

Findings and Conclusions

The aims of this research were primarily concerned with the measurement of opinions concerning professional leader roles in parent education for the disadvantaged in Missouri.

Using the factor method of analysis, three factors for the actual Q-sort and four factors for the ideal Q-sort were identified as descriptive of different patterns of opinions concerning the professional leader role. In this study these factors are referred to as A, B, and C for actual role and Ia, Ib, Ic, and Id for ideal role to facilitate individual description.

Factoring is essentially subsumption, reducing the number of Q-sorts in which one's attention needs to be given. The primary object is to explain a person's Q-sort which may be analyzed as his belief or opinion. Factoring indicates that instead of explaining each Q-sort performed by each respondent separately, it is reasonable to make an interpretation of the total Q-sorts for the same factor.

Factors A, B, C, and Ia, Ib, Ic, Id provided a logical basis for interpretation of major patterns of opinions relative to actual roles and ideal roles respectively.

Each factor was explained in terms of its array of statements which were inspected to discover patterns and trends. Statements were grouped in terms of their placement values, into two major categories, namely, statements which discriminate factors one from another and statements which were consensually accepted, rejected, or put in a neutral position.

Each factor was described and interpreted in detail giving important functions, unimportant functions and

neutral functions represented by the factor. From the ordering of importance of the discriminative statements on a factor, interpretation was made as to the nature of the pattern of opinion.

Findings, with respect to the professional leader's actual role reveal that the way the present role is being viewed by three groups of respondents, identified with factors A, B, C, tends to be quite different.

Factor A sees the present status of the professional leader role as the role of an 'Organizer-Explorer' devoting a major amount of time to aspects of planning and exploring ways for implementing the program, working in cooperation with aides and agencies and in making direct contact with the disadvantaged parents.

Factor B views the professional leader role very much differently than do A and C. The professional leader, as indicated by factor B, is mainly involved in managerial and clerical work and the scope of the work is very limited. The professional leader seems to work in the capacity of 'Administration-Assistor'. The major activities usually do not have any reference to aides, agencies or the respective audience of parents.

Factor C presents a combined role of specialist and coordinator. The pattern within this role is to some extent similar to that identified by factor A. For both, cooperation and flexibility in program are not incompatible. However, in some respects they are very different. Factor A places emphasis on methods of organizing whereas for factor C 'Instructional' and 'Counseling' activities are more important.

Four major patterns of opinions were identified with the factors for the ideal role. Interpretation of factors Ic and Id indicated that these two factors were synonymous in measuring the professional leader's ideal role as it presently exists and as identified with factors C and A respectively. Factor Ic is most strongly defined by the professional persons of different status and interests. This suggests more emphasis is given to activities comprising the combined role of

specialist and coordinator particularly in the case of the ideal role for professional leaders.

Factor Ib is the replica of the pattern of opinions as represented by factor B. The only difference, that was found, lies not in the nature of opinion but in types of respondents identified with the factors. While factor B was represented by professional leaders, factor Ib was represented by directors. In both cases, respondents were mostly associated with the Public School System.

A new pattern (of role) is identified with factor Ia which places major emphasis on supervisory work. Findings relative to factors Ia reveal that differences of opinion do exist among respondents with regard to the ideal role as compared to the present role. There were respondents on each of the three factors for the actual role sample who were willing to give more importance for the role of supervisor in parent education programs for the disadvantaged.

Findings relating to the two major respondent groups of directors and professional leaders were not conclusive. No major differences of opinions were found between the directors and the professional leaders. All the factors except B and Ib, were well represented by persons from both groups. However, opinions may be classified as organizational, at least as they relate to actual role. There appeared to be a general pattern of responsibilities for which extension workers were expected to give more importance. These were activities identified by factor A and C. The activities identified by factor B represented the views of professional leaders within the Public School System. The results indicate that public school personnel were currently most involved in managerial work although most of them favored a pattern of functions represented by the factors Ia, Ic, or Id with the ideal role Q-sorts.

This organizational type of classification almost disappears in the case of the ideal Q-sorts. All factors other than Ib on the ideal role, were equally defined by respondents associated with the Public Schools and the Extension Service.

Factor Ib was the only isolated factor without any correspondence with a factor on the actual role Q-sorts. This factor represents the view held by a group of directors mostly associated with the Public School System. They were the only respondents to consider 'Administration-Assistor role' as very important.

A summary of findings relative to factors reveal that differences among respondents in terms of the actual role and the ideal role were largely a matter of degree in relative importance. There were many congruencies between two sets of factors. The correlations between actual and ideal Q-sorts performed by all respondents provided evidence that there was an overall relationship between the two sorts.

The greatest differences centered around four major patterns of leader role as viewed by professional persons identified with factors A and Id, B and Ib, C and Ic, and Ia. Of these, A and Id referred to as 'Organizer-Explorer' role and C and Ic representing the 'Specialist-Coordinator' role were the most strongly defined factors.

Findings further revealed that there was considerable agreement with respect to certain job activities comprising the professional leader role. There was adequate content within the Q-sample to provide common ground for all the factors. This was provided by the consensus statements.

Within each of the four role aspects there was agreement among all factors as to the relative importance which should be accorded various activities. There was general agreement that more importance should be accorded the activities comprising the planning and implementing the evaluative and instructional aspects.

Some respondents felt more importance was already being given managerial and clerical type activities. Many respondents assigned more importance to those activities related to the 'staff cooperation' and 'personal services' aspects of the leadership role and less importance to managerial work. Respondents disagreed most with the activities comprising the

aspect of 'cooperation with agencies and organizations'. Many appeared to be very critical about a number of the activities listed under this particular aspect. In terms of weighted means the other three aspects received almost equal rank, particularly with reference to ideal role. Each aspect had items which were controversial.

The findings of this study substantiate the conclusion that disagreement exists concerning pattern of the professional leader role in parent education program for the disadvantaged as viewed by different groups of respondents. This lack of agreement could very well develop into a major source of conflict with regard to the existing and emerging position of professional leaders in parent education programs for the disadvantaged.

Implications

From the above findings and conclusions the following implications may be drawn:

1. Plans may need to be made by State Leaders, Directors, Educationists and other persons responsible for parent education for the disadvantaged to find some means for attaining agreement as to how the individual in the professional leader position can be most effective in parent education programs for the disadvantaged.
2. This study points to the desirability of achieving greater consensus by all concerned, with respect to the different aspects of the leadership role. Misunderstandings are likely to result when there is disagreement as to the degree of importance or necessity of various tasks as identified with the role pattern.

3. The development of realistic objectives for the professional leadership role in terms of the most essential educational needs of 'disadvantaged parents' seems most important. Establishing a clear definition of the authority to be allocated to the Leader along with the extent and type of commensurate responsibility could very well provide a logical basis for a clearer understanding of ways in which the Leader can function most effectively as a member of the total organizational team.
4. The difference of opinions between groups as to the relative importance of various activities point to the need for thoughtful consideration and discussion in order to arrive at a degree of mutual understanding. Such consensus could lead to an increasing sense of job satisfaction and feelings of accomplishment on the part of the professional leader as well as those with whom he worked.
5. As there is a trend toward utilizing regularly employed home economics teachers in parent education programs, teacher education institutions should provide prospective leaders with more knowledge about the needs of parents handicapped by socio-economic status differences along with extensive experience in the field of parent education. Teacher education institutions should also investigate the possibility and advisability of offering advanced courses in appropriate phases of parent education especially for those choosing such leadership position as their life's work.

6. The increasing emphasis given to the professionalization of the leadership role with major importance given to planning instructional activities, methods of organizing, evaluating, appraising parent education programs points to the need for continued in-service training in these respective phases of parent education.
7. The conclusions presented suggest that the Q-sort as developed in this study might well be used by organized parent education programs for the disadvantaged.

This instrument also could serve as a basis for mutual discussion and appraisal for existing differences concerning the professional leader role. Overcoming these differences and others as they occur could provide benefits to all organizations interested in self appraisal of the respective parent education programs.

Recommendations

Based on the findings of the study and their interpretation the following recommendations are made:

1. Because this study represents an initial effort in the identification of the pattern of roles and functions of professional leaders in parent education programs for the disadvantaged, the instrument developed and procedures used in conducting the study need to be tested in further research.
2. Since this study identified current opinions concerning professional leader role in parent education program for the disadvantaged, it is recommended that continued study be made of the perceptions

of professional leaders and directors within the Public School System and the Extension Service.

3. This study might well be adapted for use in ascertaining leadership role under other administrative organizations whose patterns of programs are somewhat comparable to that followed in the parent education programs administered by the Public School System and in Extension Service in Missouri.
4. It is further proposed that other samples of statements be devised and administered to verify the opinions and attitudes as expressed by the factors identified in this study.
5. The present research was carried out with professional leaders in home economics education and the directors of the programs, all of whom were associated with the Missouri Public School System and/or the Missouri Extension Service. Additional research is needed concerning perceptions of other persons with different academic and professional backgrounds, or randomly chosen professional persons. This may provide an increased understanding of the professional leader role in the total parent education enterprise for the disadvantaged.
6. If a common perception is considered desirable, it would be essential for all concerned, to endeavor to reach a common agreement as to the functions and responsibilities of the person occupying the position of professional leader.

It is recommended that a study be made of the perceptions of the professional leader role as held by non-professional persons directly associated with parent education programs for the disadvantaged as well as those opinions held by the disadvantaged parents themselves.

7. It is further recommended that some type of study should be made of the kind of professional preparation most needed by present and prospective professional leaders in the light of perceptions of the professional leader role and functions as revealed in this study.

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